

Alburnett Community School District Special Education Instructional Delivery System

Our Unique Delivery System Developed: 1997-98

'Our goal is to help all students achieve their full potential'

Beliefs about Student Learning

- Students learn at different rates, in different ways, and differently from different teachers
- The more attention and time given to students, the more they learn
- The students' total environment (family, other students, teachers, significant adults) affects their learning
Students need a person who gives them attention and cares about what they are doing
- Students need to feel good about their learning abilities and style
- Students need to recognize their abilities and cope with the difficulties and frustrations of learning
- No one wants to fail
- Students can take more responsibility for their own learning
- Frustrated students have difficulty learning

Table of Contents

Development Procedures	1
Organization and Delivery of Services	
General Program Interventions	2
Collaborative Interventions	2
Sustained Interventions	3
Extensive Interventions	3
Special Education Teacher Caseloads	4
Process for Evaluating Effectiveness of Special Education Delivery System	5
Process Used to Develop the System	5
Appendix A	
At-Risk Strand K-12	6
Transition K-12	9
Appendix B	
Solution-Focused Process	11
Appendix C	
Work Experience Program	16
Appendix D	
Assigning Special Education Weightedness	26

Development Procedures

Approval from the school board to initiate the development of a delivery system was granted on October 21, 1996 at a regular board meeting of the Alburnett Community School District Board of Directors. The following individuals were given the charge to proceed with the development of the delivery system.

Parents Karla McMurrin, Kathy Bowers, Judy Boebel

Special Education Staff Roberta Carver, Lynnette Kramer

General Education Staff Judy Burns, Karen Alderson, Jim Carver, Linda Barschow, Lauralee Wander

Administrators Robert Rampulla, Steve Sodawasser

AEA Representatives Jinny Howes, Mary Somerville

The parameters of the delivery system encompass preschool through high school programming, the transition from home life to independent living, and involve all attendance centers in the District.

Organization and Delivery of Services

This delivery system provides a continuum of services for eligible students entitled to special education ages 0-21 in the Alburnett Community School District and includes the following four components

1) *General Program Interventions - Accommodations and modifications to the general program in the areas of curriculum, instructional strategies, and instructional materials*

The intent is to provide support to students to allow them to be successful in the general education environment. Needed accommodations or program modifications are identified by the building team which includes general and special education teachers, parents, support staff, administrators and other agency personnel as appropriate. These accommodations are documented in the student's IEP. Eligible students have access to all district resources. (See Appendix A, "At-Risk Strand K-12")

2) *Collaborative Interventions - Specially designed instruction and related activities in the general classroom environment through cooperative efforts of school staff*

The intent is to provide instruction in general education settings to the maximum degree appropriate. Students will practice skills in the setting where they are required to demonstrate them. Peer assistance is more readily available. Other students will benefit when they can participate in the specially designed instruction. Besides typical classroom settings, a listening/learning center, resource room, library, and Title I instructional areas can be utilized for small group teaching and instruction, guided practice and student-directed learnings.

Goal directed intervention services: Special education teachers and EA support staff in cooperation with general education teachers, guidance counselors, and Title I teachers provide direct interventions and consultative services with parental consent on a short term basis. An intervention plan is in place for each student involved. General classroom settings are preferred. Small group instructional areas are also utilized when necessary for the student's and other class members' benefit. If direct services are provided in the special education settings, case load limits are monitored. (See Appendix B, "Solution Focused Process")

Special Education teachers in the general classroom: Special education and general education teachers work together in Alburnett Community School District classrooms. Both have the ability to work with eligible students as well as general education students in need of assistance. Students identified as requiring special education attend regular classes and have their IEP goals addressed in those settings. Title I teachers and the guidance counselors provide direct services to eligible students as appropriate.

3) Sustained Intervention - Specially designed instruction on a limited basis provided by the special education teacher either in the general classroom or in another environment, including consultation with general education staff

There are currently two special education instructors on the Alburnett staff. One focuses on primary through intermediate grades. The second instructor works with the junior through senior high school program. The transition from one teacher to the next is made on an individual basis considering student's needs and case load.

The intent is to 1) allow more flexible programming for special education students by removing the time limit restriction on the services students require for success, 2) allow students to remain in their home school district, and 3) provide intensive interventions in a timely manner.

At the secondary level, The Resource Work Experience Program serves secondary students based on their IEPs (See Appendix C)

4) Extensive Intervention - Specially designed instruction for special education students who have similar educational needs organized according to the type of curriculum and instruction to be provided, and the severity of the educational needs of the eligible individuals served.

Additional resources such as special education teacher associates, additional instructional space and materials are secured to support alternative curriculum and instruction. Additional support services are provided in the student's home school as indicated on the IEP. These include speech and language, physical and therapy, adaptive p e, and itinerant vision and hearing instruction. Progress toward meeting the outcomes of the IEP are monitored on a assure appropriateness.

Community School District contracts with neighboring school to provide additional program options when the team agrees that the can best be met in a more specialized setting.

The District administrators maintain IEP records for students attending out of district programs. They are informed when annual IEP meetings are held. They attend or send a representative when possible. Alburnett Community School District administrators are available for consultation with parents and other team members on an ongoing basis.

Special Education Teacher Caseloads

Determination of Teacher Caseloads

The caseloads of special education teachers are determined based on the instructional needs of students served and the intensity of services provided to those students. Special education teachers may provide Level I, II, and III programming as required by the student's IEP. Levels of service (weightings) are assigned by the AEA director of special education or the director's designee in accordance with AEA policy and procedures. Weightings are based on the student's level of service as described in the IEP. The guide from the Task Force on Weighted Enrollment Funds and Recommendations (June, 1996) is utilized. (See Appendix D)

Monitoring of Teacher Caseloads

A special education teacher's caseload is monitored in each building by a team that includes the special education teachers, principal, counselor, and other team members as appropriate. This review takes place at teacher request or every nine weeks.

The purposes of the review meetings are to 1) ensure that the IEPs of eligible individuals are fully implemented, 2) determine whether there is a need for adjustments to a teacher's schedule or roster, and 3) whether the teacher requires paraprofessional support or other assistance.

Procedures for Resolving Concerns About Caseloads

The procedures for resolving caseload concerns are handled at the building level and the building principal is the person to contact if resolution of the concern cannot be obtained through alterations suggested by the building team. The principal forwards the concern to the superintendent and the AEA regional facilitator for a recommendation to resolve the concern. This recommendation is shared with the teacher by the building principal in a timeline not to exceed 10 days.

Process for Evaluating Effectiveness of Special Education Delivery System

The district works cooperatively with the AEA to evaluate the overall effectiveness of the special education delivery system. This includes

- number of students reaching goals
- student, parent, and staff satisfaction with the services provided
- ongoing reviews of program and building service delivery effectiveness conducted by the building team and AEA representative
- District Development Committee reconvenes annually to review system effectiveness and provide ideas to continually improve the instructional services plan
- formal monitoring of compliance issues conducted at least every three years by the AEA

Process Used to Develop the System

The following section describes the process used to develop the delivery system. The specific individuals involved in the development process are listed in the section entitled, "Development Procedures"

Chronology of Development Activities

- Alburnett staff members and administration decided to develop a flexible Special Education system that would retain many of the positive features of their RSDS plan and provide more service options for the children
- Potential members of the design team were contacted
- On October 21, 1996, the Board gave approval to proceed
- The Development Committee held four meetings (Sept 30, Oct 16, Nov 3, Nov 18) at convenient times for all members to attend. Meetings were open to the public. Committee members were provided a written agenda and minutes of previous meetings. These meetings were used to review current practice, gain perspectives from parents, general educators, and special education teachers in order to build a draft of the Alburnett plan. Individuals communicated the outcomes of each meeting with building staff for feedback for the development committee
- Initial draft of plan was presented on January 13, 1998, to the Development Committee for editing
- Editing continued with a sub-group of the Committee on February 12, 1998
- Copy submitted to Special Education Director and GWAEA team members on February 20, 1998
- Forum scheduled on March 9, 1998 to seek public comment

APPENDIX A

At-Risk Strand K-12

At-Risk Definition Some students risk not meeting the goals of the educational program established at Alburnett High School. They may not complete high school or become a productive worker. These students include, not are not limited to, those identified as dropouts, potential dropouts, teenage parents, drug users, drug abusers, low academic achievers, abused and homeless children, youth offenders, economically deprived, minorities, culturally deprived (rurally isolated), culturally different, those with sudden negative changes in performance due to environmental or physical trauma, and those with language barriers, gender barriers, and disabilities.

In establishing an At-Risk Program, the staff was surveyed to determine programs and activities currently being used. The staff was also asked for their recommendations for the program. Next, the teacher identified at-risk students with their suggestions for assistance. New activities are constantly being established to supplement current practices.

Child Study Team K-12 The Child Study Team is an integral part of the Alburnett Special Education plan. This team meets regularly to discuss at risk students, special education students, or students needing a 504 plan. These meetings are held to assess academic, emotional, or social problems a student is facing. Strategies are discussed, and a plan is developed by both parent(s) and faculty to assist the student in improving problem areas. Parents are frequently in attendance and involved in these meetings.

Area Substance Abuse Program A representative of ASAC presents a program on substance abuse in the physical education classes. A program is presented each year to continually keep the students informed and educated. The elementary program focuses on remediation of skills while the secondary program offers credit in English, reading, and or math for classes students have failed during the school year.

D.A.R.E Drug Abuse Resistance Education is the 6th grade drug education program provided by the Iowa State Patrol.

Trooper Kipp This is a K-5 program providing safety education through the Iowa State Patrol.

McGruff This a K-3 program providing safety education through the Iowa State Patrol.

Title I/Reading Recovery This is a preventative program designed to give added support and instruction in reading skills and comprehension.

Summer School Summer school offers an opportunity for students to remediate or supplement their learning. It offers small group instruction and individual attention.

Peer Helpers The philosophy is that "Kids Talk to Kids". Peer helpers are trained in peer communications. Peer helpers work with elementary and junior high students.

Alternative School The Marion Learning Center of Kirkwood Community College offers an alternative school to students who need a different school setting. A Kirkwood High School diploma is granted upon successful completion of course requirements.

Parent Teacher Organization The Parent Teacher Organization provides service to students through the cooperation of parents and teachers. Examples of meetings include substance abuse and parenting skills.

Volunteers Parents and community members volunteer to help teachers and students. An example of volunteer service is listening to students read or recording tapes and books, checking papers, recording scores, etc.

Extracurricular Activities Alburnett Community School offers a full range of extracurricular activities. With our size of school, we have a high percentage of active participation. Participation offers at-risk students the opportunity to be a part of a group and experience success.

Guidance K-12 A comprehensive guidance program is offered based on the belief that all students participate in activities and instruction that will assist in their optimal personal/social, career and education development. Classes offer information on peer relations, parent relations, substance abuse, study skills, and career education.

Grant Wood Support Staff The Regional Facilitator, School Psychologist, Speech-Language Pathologist, Social Worker, and Consultants are available for consultation regarding student needs and offer testing and counseling services.

Tutoring Program Tutoring is offered in all academic areas. At-risk students have the opportunity to improve their learning skills.

Career Enrichment Day A career day is held to stimulate interest in careers and develop career goals. Each student attends three careers of his choice. At-risk students observe the value of education in meeting their career objectives.

Small Structured Study Hall When feasible, a small structured study hall is established to provide individual monitoring and tutoring of student's progress. It is used for any junior high student who is having difficulty in courses and is not

served in the Resource Teaching Program on the basis of a disability At-risk students get help organizing their assignments and may receive tutorial assistance To allow for more personal attention, this study hall is limited to five students

St. Luke's Teen Day The 9th grade class participates in St Luke's Teen Day This program was developed in an effort to expose teens to aspects of a healthy lifestyle and to view resources that are available for those needing assistance Topics covered were alcohol abuse, eating disorders, emotions, self esteem, sexuality and decision making; stress; and steroids At risk students have an opportunity to explore some of their interests

Target Leadership Conference The curriculum director arranges for several students to attend Target Leadership conferences These meetings are sponsored by the Iowa High School Athletic Association Students learn leadership skills in helping others deal with substance abuse It is a program to prevent substance abuse

Assemblies Assemblies are used to inform and educate students about current and pertinent information relating to at-risk programs Some topics presented have been AIDS, self esteem, establishing positive sexual relations, etc

Listening/Learning Center This is an area where students go to devote time, energy, and emotion to improving areas of concern Students have access to varied technology to support their learning Students will be able to listen to recorded novels and tests or tapes on how to handle at-risk situations, etc

Study/Writing Skills

Study Skills Across the Curriculum is the material that the Alburnett Jr High core teachers use in the presentation of strategies that strengthens a student s performance, enabling them to be successful throughout life The Kansas University Learning Strategies are used to support this study skills program

Each seventh grade core teacher is responsible for teaching a segment of the study skills curriculum All seventh grade students receive instruction in time management, SQ3R, note taking, test taking, researching, and listening skills

Study/Writing Skills Areas

Time Management Students are able to organize and prioritize materials and make self-assessments concerning individual goals for each academic area

SQ3R (Survey, Question, Read Recite, and Review) Students are able to analyze materials and at the same time be able to write notes in a manner conducive to student learning

Test Taking Students are given different test taking methods for objective and subjective test situations in an effort to minimize test anxiety. Students learn to study effectively with a minimal amount of time.

Listening Students learn the importance of good listening skills and how to alleviate distractions that interfere with their listening.

Research Students become acquainted with the library, Listening/Learning Center, ICN room, and other available resources (i.e., the Internet) that may be used in research. They learn to do research and compile this data in appropriate forms.

Paragraphing Strategy Students are able to write effective paragraphs using a topic sentence, supporting sentences, and a clincher sentence.

Sentence Writing Strategy Students are able to recognize and generate four types of sentences, simple, compound, complex, and compound-complex.

FIRST-Letter Mnemonic Strategy Students are able to memorize lists of information by teaching them to design mnemonics, and to find and make lists of crucial information.

Error Monitoring Strategy Students will be able to process, detect, and correct errors in their writing and produce a neater written product. Students are taught to locate errors in paragraph organization, sentence structure, capitalization, overall editing and appearance, punctuation, and spelling by asking themselves a series of questions. Students correct their errors and rewrite the passage before submitting it to their teacher.

Transition K-12

Transition Definition Transition is the process of moving from one program to another throughout a student's educational career. It involves many changes for the students, the family and school personnel. Considerable preparation is necessary in the form of skill acquisition, program planning, team problem solving, and ultimate decision making.

Elementary activities include Kindergarten Round-Up, 5th/6th grade Open House, Early Childhood Unit meetings, Early Childhood Unit Open House, 6th grade/Junior High visitation, and 3rd grade/Toddville visitation to Alburnett. Teacher to teacher communication occurs where academic, social, and emotional student strategies and concerns are passed from year to year. A Welcoming Folder contains certificate, parent handbook, introduction sheet, staff list, sports schedule, school brochure, etc. for new families coming into the district.

Secondary transition includes grade six to grade seven, grade eight to grade nine, grade eleven to grade twelve, and grade twelve to adult

Joint IEP Conferences for 6th Grade Students Both the elementary and secondary resource teachers are present at IEP Conferences/Three Year Re-Evals of sixth grade students going into seventh grade. The IEP is also written jointly.

Grade Level Meeting - Seventh Grade Parents and seventh grade students are invited to attend a beginning-of-the-year meeting to meet with the teachers. The parents receive information on the organizational skills/study skills program that is introduced at the junior high level.

Career Course Guide - Eighth and Ninth Grades Students in eighth and ninth grades receive a Program of Studies Book which includes the following: 1) information on selecting courses, 2) course requirements for admission into state universities, 3) information on careers and related courses of study, 4) information on "hot jobs" in the future, 5) graduation requirements, and 6) course summaries.

Job Shadowing Component - Eleventh Grade Students in Eleventh Grade English explore a unit on career opportunities. Students are expected to research, write, and orally present a report on a career in which they are interested. Students meeting specified requirements are placed on a job shadow site for half a day.

Cooperative Job Program - Twelfth Grade A multi-occupational program is established for senior students who are interested in working while they are finishing high school. Students are required to attend classes to meet graduation requirements. Once their daily requirements are fulfilled, the students are released to their job sites for the remainder of the day. Students are selected for this program through a series of interviews by a coordinator who bases selection on career interests and attendance.

APPENDIX B

Solution - Focused Process

The Solution-Focused Services Process

What are Solution-Focused Services?

Solution-Focused Services is the name given a new process for meeting individual student needs or concerns. It represents Grant Wood Area Education Agency's plan to meet the intent of Iowa's Revised Rules of Special Education, adopted July, 1995.

What are Iowa's Revised Rules of Special Education?

Iowa's 1995 Revised Rules describe and define how the State Department of Education will carry out the federal law, IDEA '97.

What is IDEA '97?

The Individuals with Disabilities Education Act (IDEA), is a federal law that mandates a free, appropriate education for all children. It was reauthorized in July, '97 and has since been referred to as IDEA '97.

So is this a process for children who will eventually receive special education services?

No, it's a process for improving learning for all students by

- * addressing concerns early and in the regular education classroom
- * maximizing the likelihood for success
- * including the regular education teacher's involvement in trying new interventions
- * involving parents earlier as equal partners in the decision making process
- * reflecting a team effort, involving support from other staff for the teacher and parents as they continue to find a solution to the student need or concern, the student, when appropriate, should be part of the team.

What is involved in the Solution-Focused Services Process?

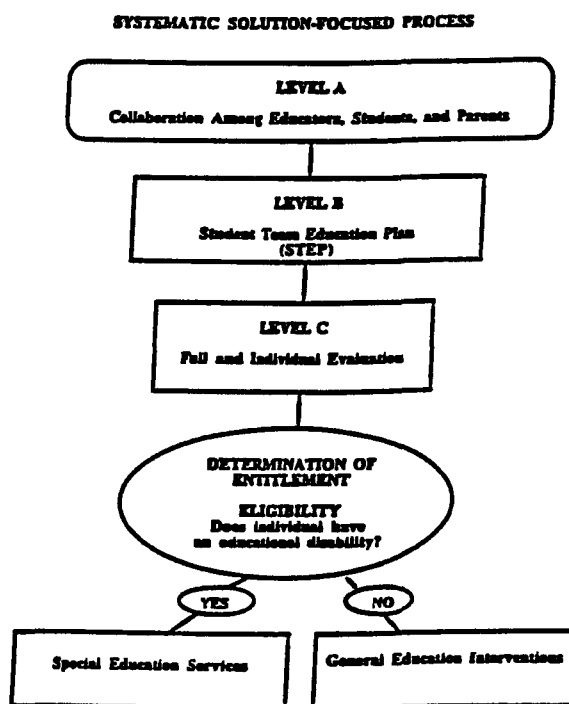
- * This process shifts people's thinking from a problem-focused to a solution-focused approach
- * It matches with what many school districts are already doing to meet student needs
- * It is designed to increase opportunity for collaboration among general and special education
- * The process allows for more flexibility and creativity in meeting individual student needs
- * It makes allowances for trial and error attempts as part of the process to learning what will work for the student
- * It is hoped that there will be fewer students identified for special education, since student needs will be met more quickly and effectively
- * Teachers and parents look at the areas where interventions may occur
 - curriculum examples amount of work, curriculum materials substituted
 - instruction examples peer assistance, oral and written information provided, associate assistance
 - learner examples behavior plan, schedule changes, progress reports home
 - environment examples seating arrangement, reduced noise level, peer partners

How do Solution-Focused Services happen?

1) With input gathered from families and staff, interventions and accommodations are put in place that will decrease the learning challenges for an individual student. First attempts will be made in the general education setting (Referred to as Level A)

2) Additional efforts may be needed in the general education setting, early interventions can be adjusted and modified. These second efforts are made by the teacher with the help of team input which includes the parents, and the student, when appropriate, and other school or Grant Wood AEA staff members. The ideas are written into a plan called the Student Team Education Plan or STEP (Referred to as Level B)

3) After a reasonable length of time, it may appear that the student could benefit from additional services. Existing information, possible additional evaluation information and team input are used to make a decision about the student's continued needs. Parents are partners and an important part of the decision-making. This is known as a Full and Individual Evaluation or FIE (Referred to as Level C)



What makes this process better?

- * Students do better when schools and parents work together and address needs and concerns early
- * The Solution-Focused Services plan values the child's current placement and teacher
- * With the general education teacher helping to meet a student's needs, along with his/her family, the student is more likely to find success
- * Solution-Focused Services is intended to invite teachers to involve more people, both parents and educators, earlier in the process of finding what will work to meet the challenges a student is encountering in his or her classroom
- * It is believed that perhaps some children are removed from the general education environment before documented efforts and input have been tried
- * This process is one where team members understand what has been tried, for how long, and with whom so that better, more successful interventions are found, resulting in Student Success

Solution - Focused Process Operational Steps

These are the steps that need to be followed when you have concerns about a student. At any time the issue is resolved, the process ends.

- 1 Teacher needs to share concerns with the parent or guardian and use professional judgment regarding adjustments in the instructional setting, materials, etc
- 2 Teacher fills out the Student Information Survey (When filling out the survey, use writing that can be picked up by copier) The surveys are located in the office area
- 3 After filling out the survey, return it to the principal
- 4 The principal will review the survey and meet with the teacher
- 5 The teacher and principal will then decide whether to call on a resource person (such as Grant Wood member) or to call a Child Study Team meeting

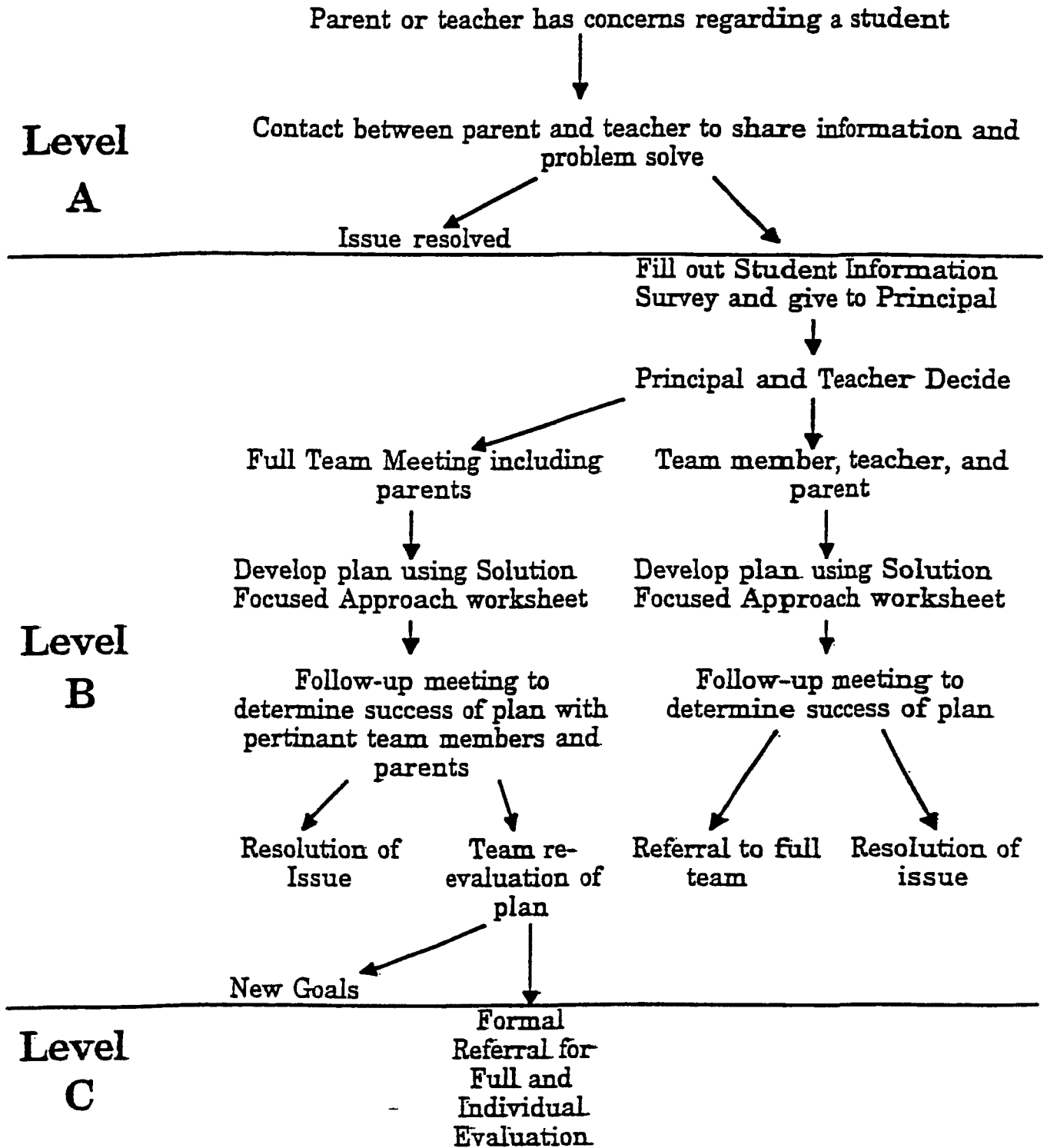
If a team member is involved

- 1 Team member, teacher, and parent will meet and develop a plan using the Solution Focused Approach Worksheet (Level B)
- 2 Follow up meeting to determine success of the plan
- 3 If the issue is not resolved, then it is referred to the full team

If the full team is involved

- 1 Teacher brings a sufficient number of copies of the Student Information Survey to the meeting for team members and parents
- 2 Survey is shared
- 3 The team develops a plan using the Solution Focused Approach Worksheet
- 4 Follow up meetings will be determined at this initial team meeting
- 5 If the issue is not resolved, the team re-evaluates the plans and sets new goals or a formal referral for a full and individual evaluation is made

Solution Focused Process



APPENDIX C

Work Experience Program

THE RESOURCE WORK EXPERIENCE PROGRAM
AT ALBURNETT HIGH SCHOOL

Prepared by Roberta Carver and Terri McQuillen
for adoption by the Alburnett School Board on
June 17, 1996

RESOURCE WORK EXPERIENCE PROGRAM GUIDELINES

PHILOSOPHY:

The Work Experience Program strives to prepare secondary students in special education for a successful transition to life after high school by working cooperatively with teachers, students, families, and the community. The Work Experience Coordinators support a systematic instructional and experiential sequence of vocational and career activities. These activities are designed to increase student independence, assist students in making feasible career decisions, and help students become productive members of society.

Alburnett High School will adopt the Grant Wood Area Education Agency philosophy of work experience. Grant Wood AEA Education Agency will provide Work Experience Coordinator service on an equitable basis in keeping with available staff.

PROGRAM SEQUENCE:

It is recommended that the Special Education Work Experience Program follow a structured sequence beginning with the Preparation and moving to Exploration, then On-the-Job Training and Transitional Activities. Descriptions of each program include a discretionary clause to allow for unique circumstances by which the program may be altered for a particular student. In this way, the program is designed for the student's individual needs.

PHASE I: PREPARATION

Preparation activities will occur during the first quarter/semester of the student's enrollment in the Special Education Work Experience Program. These activities will include

- 1 The Work Experience Coordinator participates with the team in the identification of students to be served. Refer to the sections of "GUIDELINES FOR STUDENT SELECTION"
- 2 Following team discussion and selection of students they recommend for Work Experience, parents are notified. Parents discuss involvement in the program at the IEP meeting or after receiving a Parent Notification (Form 1b referral form)
- 3 The Work Experience Coordinator completes initial student vocation assessment. This assessment may include vocational interest/aptitudes, work traits, attitudes and vocational awareness.

- a Student interview will be completed to establish rapport and to gather information as indicated above
 - b Testing will be administered as appropriate
- 4 The IEP conference is held and the new IEP is completed If an IEP meeting was held previously a parent meeting to discuss evaluation information is in order Additions may then be added to the present IEP

NOTE: Since students recommended for Work Experience have career/vocational and transition planning goals as parts of their current IEP, the following options are available:

- a The IEP team may determine that existing goals and objectives are appropriate with the addition of the Special Education Work Experience Coordinator as a service provider In this case, the IEP Cover (pg 3) and Summary (pg 4) are completed to indicate the addition of the Work Experience Coordinator as a service provider Pages 5a and 5b of the IEP are modified as needed
- 5 The Work Experience Coordinator provides consultation to the special education teacher regarding curriculum for the Alburnett High School career education classes on request
- 6 The Work Experience Coordinator documents that each student has appropriate insurance coverage
- 7 The Work Experience Coordinator seeks to increase student awareness of career opportunities, options, and skills necessary for employment by:
- a providing guidance and counseling to identify realistic career planning
 - b communicating with parents or guardians as program participation develops

PHASE II: EXPLORATION

Exploration is defined as non-paid, six to twelve week experiences offering students several opportunities to examine a variety of occupations Outcomes of the Exploration Phase may include:

- 1 development of a positive attitude toward the work world
- 2 enhancement of social development
- 3 development of work preferences
- 4 development of general employability skills

PHASE III: ON-THE-JOB TRAINING

On-the-Job Training (OJT) typically occurs during the second year of enrollment in the Work Experience Program. Prerequisites to this phase include successful completion of exploratory site experiences. OJT may include non-paid, funded, or competitive work sites. Specific details of the OJT will be determined by the student's need and available resources. Outcomes of the OJT phase may include;

- 1 development of adequate job-seeking skills
- 2 demonstration of behaviors necessary to maintain competitive employment
- 3 development of specific job related skills

GUIDELINES FOR STUDENT SELECTION:

The Work Experience Program is designed to assist student in special education who have vocational needs or transitional needs as identified by the building team. The program exists with the cooperation, dedication, and commitment of many community employers/training sponsors. The reputation of the Alburnett High School and Grant Wood Area Education Agency is dependent on the maintenance of the good working relationship between the employers/training sponsor and the Work Experience Program.

Factors used to guide the selection of students to participate in the Work Experience Program include:

- 1 student's IEP must include appropriate vocation and transition planning goals
- 2 student enrollment in career education classes

Alburnett High School will identify and provide prerequisites and corequisite career education classes as taught by either the Resource teacher or the English teachers

- 3 student desire and motivation to participate in the Work Experience Program
- 4 student has acceptable in-school attendance, behavior, and attitude

The building team will identify a satisfactory record of attendance, appropriate school behavior, and a positive attitude toward the program

- 5 student is making adequate progress toward graduation/program completion

DESCRIPTION OF CLASSROOM COMPONENT:

The Work Experience Program Guidelines will include a section on the courses offered. This section will outline the sequence of courses with descriptions on course time, requirement, and content. Credits, grading, and prerequisites for these courses will also be included. Opportunities for collaboration with regular vocational education programs will be identified. The Work Experience Coordinator may assist the classroom teacher's instruction by acting as a resource person. Regular student contact with the Work Experience Coordinator should be planned for and accommodated.

It is recommended that Finding and Keeping a Job be used as course guide or as resource material in the classroom component. The course components should include instruction in these areas:

- 1 prerequisite skills for the workplace
- 2 career exploration
- 3 vocational communication (job holding skills)
- 4 job-seeking skills
- 5 transition

Adult service providers will become involved in transition planning and will be invited to participate in the student's annual IEP conference; the resource teacher will initiate those contacts.

GRADING:

Criteria for Grade: (1) student/worker evaluation, (2) exploratory site log book, (3) job site diary, (4) cooperation with the Work Experience Coordinator, teacher, and site supervisor, and (5) classroom work.

Grades will be assigned cooperatively between classroom teacher and the Work Experience Coordinator.

CREDITS OR COMPLETION OF PROGRAM:

The Exploration component of this program typically requires two class periods of contact. On-the-Job Training is assigned a minimum of one class period.

To earn credits for the Work Experience component of this program either paid or non-paid, the student must have a minimum of eight hours of employer contact per week. To earn two credits the student must have a minimum of fifteen hours of employer contact per week.

DISCIPLINARY GUIDELINES:

Student expectations as outlined in the Training Agreement (Appendices A and B) serve as guidelines of conduct for students on work placements. Students need concrete information on how to handle absences, for what reasons absences are excused, what are considered appropriate attitudes and behaviors for the workplace, and how to handle difficulties arising while on the job.

When expectations are not met, there is a sequence of disciplinary procedures that are followed. These procedural steps can range from problem-solving related instruction within the classroom to work termination with the loss of credit.

The student is informed of both expectations and the consequences of unmet expectations before ever entering a job site.

See the Alburnett High School handbook pertaining to school rules and consequences in regard to attendance; use of tobacco, alcohol, drugs, etc.; signing in and out; failing grades; and progress toward graduation. Action such as theft or assault which are considered criminal offenses may result in criminal charges. School responses may result in a verbal or written warning, termination from the job, suspension or detention, or restitution.

TRANSPORTATION:

Transportation needs will vary with location of the school in relation to job sites. Options may include walking, handicapped-accessible vans, bicycles, etc.

Special consideration will be needed for students to reach business districts where there is no access to public transportation.

INSURANCE:

All students must have medical coverage before job placement in the Work Experience Program. Work Experience Coordinators must be provided with documentation of insurance. It is recommended that Alburnett High School provide medical coverage for all students participating the Work Experience Program.

Options for providing insurance may include:

- 1 blanket school coverage as a school activity
- 2 personal insurance or Medicaid
- 3 state work experience coverage
- 4 purchase of coverage through Grant Wood

FUNDING OPTIONS:

There are various funding options available to enhance students' progress in the Work Experience Program

Alburnett's participation with available funding sources may include Vocational Rehabilitation and JTPA

TRANSITION:

A transition plan for all seniors will be implemented including the following options:

- 1 referral to adult service providers
- 2 full-time employment
- 3 post secondary education (i e Project VITAL)

Appendices A

GUIDELINES FOR STUDENTS IN WORK EXPERIENCE COURSE OF STUDY

- 1 You will attend at least three exploratory work sites in a school year. Extensions at a site for more than a specified period of time will not be allowed. Work sites will usually be switched at the end of a quarter.
- 2 Attendance is of extreme importance. If you cannot make it to your work site, you are responsible for calling your employer. If you fail to inform your employer of an absence three times, you will be taken off the work site and receive an F for the nine weeks.
- 3 You will be required to complete all vocational assessments before being placed on a work site.
- 4 You will be required to meet with the Work Experience Coordinator once per month to discuss the work sites and complete assigned academic work.
- 5 You will be required to keep a log while at the work site. You will also be required to complete any other assignments relating to the work experiences assigned by the teacher.
- 6 Your grade will be based on evaluations done by the employer (50%), the Work Experience Coordinator (25%), attendance (25%), completion of daily logs and other assignments (10%).
- 7 You will be required to participate in a "mock" job interview at some time during the year with a local employer.
- 8 You will treat the work site as your own job even though you are not getting paid. You will consider yourself an employee of the business you are attending and act accordingly.
- 9 You will need to receive a C+ or better to be considered by the Work Experience Coordinator for a paying job the following year.
- 10 If a field trip or an important class activity is scheduled during your time to work, you must attend the trip or activity. It is your responsibility to inform your employer as well.