

SPECIAL EDUCATION DELIVERY SYSTEM for Anamosa Community school District

District Mission Statement

The mission of the Anamosa Community School District is to provide opportunities for all students to develop the knowledge, skills, and attitudes needed to contribute to a rapidly changing global society.

Anamosa Community School District Belief Statements

- ◇ We believe the future is shaped by choice so we will look at what has worked in the past and make informed choices to shape the future.
- ◇ Students will be provided opportunities to learn at various rates and in different ways.
- ◇ The district will keep current with staff training, facilities, technology and approaches including teamwork, communication and creative thinking to prepare students for the future.
- ◇ Since society is changing rapidly, we will teach learning skills and facts so students can become lifelong learners.
- ◇ We will develop and implement strategies that balance technology with social interaction and community.
- ◇ Parents and the community will be informed and involved.

Statement of Assurance

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

Therefore we provide assurance that our district will:

- Provide a free and appropriate public education to individuals who require special education between birth and the age of 21 (and beyond 21 in accordance with the Iowa Code.)
- Maintain Least Restrictive Environment (LRE) provisions.
- Maintain full educational opportunity to individuals requiring special education.
- Provide a continuum of instructional services and placement to meet the needs of students requiring special education
- Support the provision of instructional services to each student in accord with his or her Individualized Education Program (IEP).
- Maintain the procedural safeguards and due process afforded students and their parents.

ORGANIZATION AND DELIVERY OF SERVICES

Continuum of Services

It is the intent of the Anamosa Community School District to provide the educational and related services in each Individualized Education Program (IEP) in the "Least Restrictive Environment" (LRE) for each student with a disability. The district, in conjunction with the Area Education Agency, provides a continuum of services for eligible students entitled to special education ages 0-21 in the Anamosa Community School District. To assure that instruction is provided in the LRE, the Anamosa District provides the following instructional support alternatives. (Refer to code #)

- Regular classroom instruction for the entire school day, with modifications and/or interventions by the classroom teacher.
- Regular classroom instruction for the entire school day, with individualization of instruction by the classroom teacher for part of the school day.
- Regular classroom instruction for most of the school day, with individualized instruction or services provided in another setting (Title I, Tutoring, volunteer) for part of the school day.
- Regular classroom instruction for the entire school day, with services provided by the special education staff for part of the school day.
- Regular classroom instruction for most of the school day, with special education instruction in basic skills areas and/or support and related services provided in the Special Education classroom for part of the school day.
- Special Education classroom instruction for most of the school day, with instruction in the regular classroom for part of the school day.
- Full-time instruction in Special Education classroom, with opportunities for participation with students without disabilities in nonacademic and extracurricular activities.
- Full-time instruction in a self-contained classroom.
- Alternative settings:
 - ◊ Full-time instruction in an off-site setting
 - ◊ Full-time instruction in a self-contained (separate) school
 - ◊ Instruction provided in a hospital or residential facility setting on an individual or group basis
 - ◊ Instruction provided on an individual basis in a home or special secure setting.

DESCRIPTION OF SERVICES

- **Guidance Services:** Guidance lessons in the classroom, small group or individual counseling to help students cope with personal difficulties, learn more effectively, develop a positive self-image, and get along with others.
- **Title I Reading Services (Grades 1-5):** Small group reading instruction for students identified by recommendation and through Title I guidelines. Reading Recovery provides individual instruction to identified first grade students.
- **AEA Services:** Curriculum, instruction, assessment, technology integration, professional development, school-community planning, school management, and leadership services to school personnel, parents, and students in order to support student learning.
- **STEP Plan:** Regular and special education teachers and AEA support staff share responsibility in providing prevention and intervention services intended to resolve concerns regarding a particular student in the regular education setting.
- **504 Plan:** Development and implementation of a 504 Plan to support students with barriers to learning and major life activities.
- **Paraeducator Services:** Specific instruction and interventions to individual students or small groups under the direction and supervision of a qualified teacher.
- **Special Education Services:** Development and implementation of an Individualized Education Program (IEP) that may include consultation; regular education interventions; team teaching; and direct instruction in academic, social, behavioral, and study skills/work habits.
- **Individual Health Plan-** Development and implementation of an Individualized Health Plan (IHP) to address health issues that impede and/or interfere with the student's ability to learn.

Levels of Special Education Services

According to the Iowa Administrative Rules of Special Education, each eligible individual will be assigned an appropriate special education weighting by designating a level of service. The level of service is determined based on an eligible individual's education need and independent of the environment in which the specially designed instruction is provided. Following are the levels of service as described in the Code (41.132a).

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.

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.

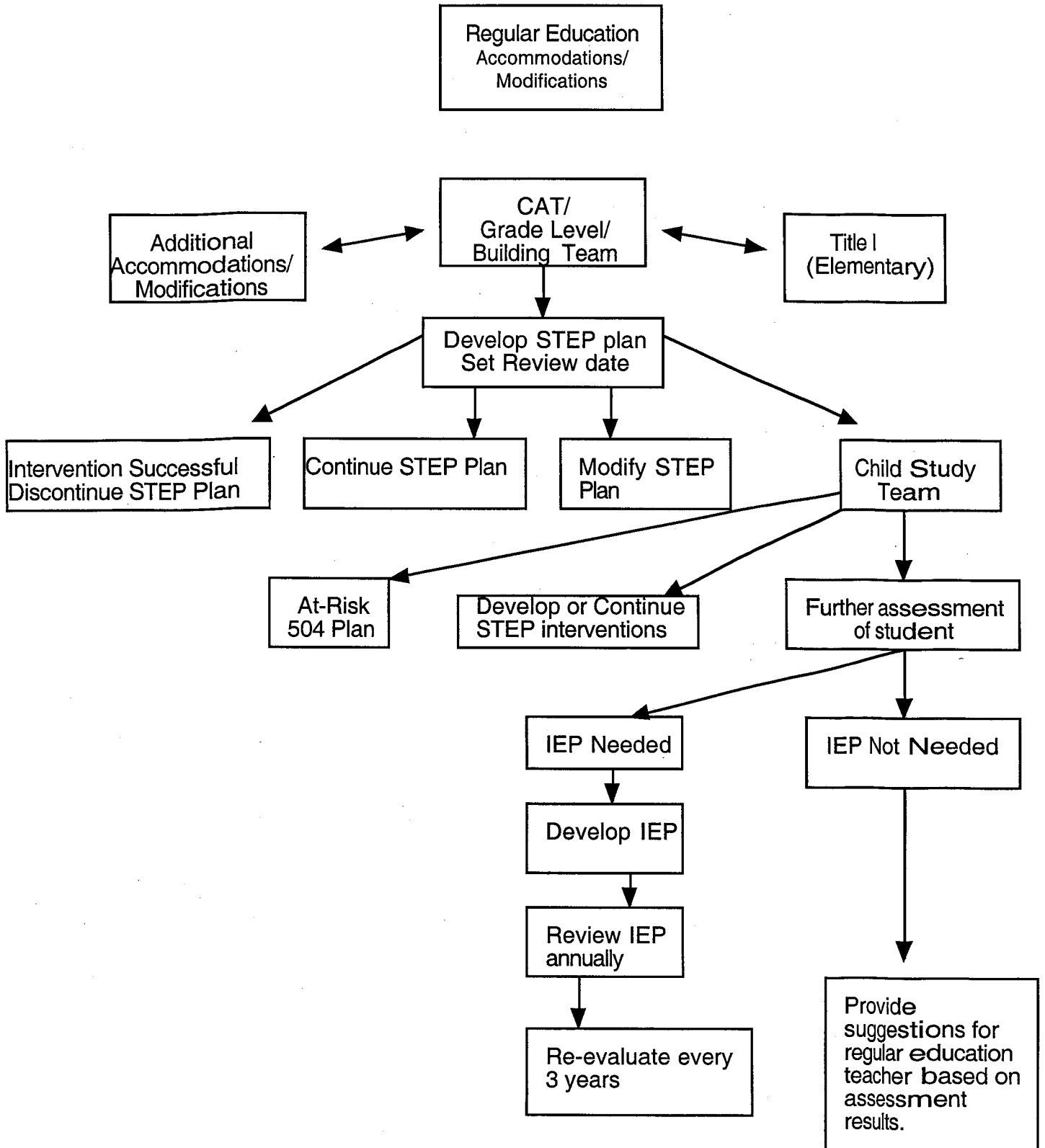
Level III: A level of service that provides specially designed instruction for most or all of the educational program. This level of service requires extensive redesign of curriculum and substantial modification of instructional techniques, strategies and materials.

SPECIAL EDUCATION SERVICES

The Anamosa Community School District offers a variety of special education services in order to meet the needs of the students it serves. Student placement in Special Education services is determined by student needs. A student may receive special education services for a brief amount of time during a school day, a majority of the day or all day. A student may also be served in a combination of special education programs based on individual needs. Upon initial placement, the Child Study Team may make recommendations to the building principal concerning the special education services most appropriate for the child. An Individualized Education Plan (IEP) will be written that describes the services that will be provided to the student. Changes to the student's services will need to be addressed by using the IEP process.

FLOW CHART FOR IDENTIFICATION OF STUDENTS

This chart describes the process used to identify students for Special Education programming throughout the district. This process may be initiated by staff, parent/guardian, student and/or outside provider.



SPECIAL EDUCATION TEACHER CASELOADS

The caseloads of special education teachers will be determined based on the number of students served and the level of services provided to those students.

Monitoring of Teacher Caseloads

A special education teacher's caseload will be monitored in each building by a team that includes the special education teachers, principal, counselor, Grant Wood personnel, and other team members as appropriate. A review of teacher caseloads will take place in October and again in April. A teacher may also request a review at any time. The purpose of the review meetings will be to determine whether there is a need for adjustments to a teacher's schedule or roster, or whether the teacher requires paraeducator support or other assistance. The following questions should be considered during a caseload review:

- ◇ Are all services identified in the IEP provided as specified?
- ◇ What circumstances might prevent each student from receiving educational benefit ?
Consider:
 - Current number of students being served
 - Appropriateness of program
 - Number of paraeducators currently assigned to teacher
 - Age range and/or ability level of students
 - Student behavioral concerns
- ◇ Does the addition of caseload responsibilities create the need for additional support, assistance, or staff?
- ◇ What action is required that will ensure all students' IEPs are able to be fully implemented?

If adjustments need to be made, a recommendation will be made by the team, and the principal will make the request as per district procedures.

Procedures for Resolving Conflicts about Caseload

The procedures for resolving caseload concerns will begin with a meeting of the building team identified to monitor teacher caseloads. If resolution of the concern cannot be obtained through alterations suggested by that building team, any member of the team can contact the building principal. The principal will forward the concern to the superintendent and the AEA regional facilitator for a recommendation to resolve the concern. A meeting will be held within 10 days with all involved parties to discuss the concern. If an agreement is not reached, the concern can be placed on the agenda for the next school board meeting. The final decision will then be made by the Anamosa Community School Board.

PROCESS FOR EVALUATING EFFECTIVENESS

The Anamosa Community School District will work cooperatively with the Grant Wood AEA to evaluate the overall effectiveness of the special education delivery system. The Regional Facilitator will work with the building teams to assure the best possible educational climate for all. The evaluation of the program will include the following procedures:

- Semi-annual reviews of teacher case loads in October and April
- Annual review in spring to review service needs, program effectiveness and staff development issues
- Ongoing informal monitoring of compliance issues conducted by the AEA
- Monitor results of STEP and Supplemental Education Plans
- Formal monitoring of compliance issues during the Department of Education Site Visit conducted at least every five years