

**District-Developed  
Instructional Services  
Delivery System  
for  
Highland  
Community School District**

**2002-2003**

## Table of Contents

Introduction .....	3
Mission Statement/District Beliefs.....	4
Organization & Delivery of Services .....	5
Special Education Teacher Caseloads.....	12
Process for Evaluating Effectiveness .....	14
Description of Development Process .....	15

## INTRODUCTION

As part of the continuous improvement process, Highland is dedicated to provide opportunities for all students to have access to the general education curriculum in the least restrictive environment.

The new administrative rules of special education allow school districts to choose whether special education services will be provided through the prescribed delivery system or a unique delivery system. Parents, teachers, administrators, AEA staff, and school board members representing the Highland Community School District have chosen to provide instructional services through a unique delivery system. This plan describes this delivery system for the Highland Community School District.

### Statement of Assurance

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

We provide assurance that our district will:

- Provide a free and appropriate public education to individuals who require special education between birth and the age of 21 (and beyond 21 in accordance with the Iowa Code.)
- 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/or due process afforded students and their parents.

## **HIGHLAND AND COMMUNITY SCHOOL DISTRICT**

**MISSION STATEMENT:** The mission of the Highland Community School District is to provide all students the opportunity to acquire the necessary skills to fulfill their potential and become positive contributors to society

### **DISTRICT BELIEF STATEMENTS/DISTRICT SPECIAL EDUCATION DELIVERY PLAN**

- Provide an equal opportunity for all students to succeed regardless of aptitude
- Provide assistance and collaboration with general education teachers in order to create accommodations for students
- Fulfill the general mission statement of the Highland Community School District
- Provide unique learning opportunities which allow students with special needs to become independent responsible positive and productive members of society
- Utilize appropriate accommodations to meet needs of all students
- Integrate special education services with the general education program
- Establish a foundation of equal opportunity intervention
- Meet compliance requirements of the state and federal governments
- Provide school to work experiences
- Utilize community resources
- Develop a climate that values all students and diversity
- Provide awareness training to other students
- Maintains the Least Restrictive Environment (LRE) for all students

**Organization  
and  
Delivery of Services**

## Continuum of Services

It is the intent of the Highland Community School District to provide the educational and related services specified in each Individualized Education Program (IEP) in the Least Restrictive Environment (LRE) for each student with a disability. To assure that instruction is provided in the LRE the District provides the following instructional support alternatives [41 84(2) a ]

- Regular classroom instruction for the entire school day with modifications and/or accommodations by the classroom teacher
- Regular classroom instruction for the entire school day with individualization of instruction by the classroom teacher during the school day
- Regular classroom instruction for the entire school day with individualized instruction or services by a special education teacher or support and related service staff member 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 Resource/Special Class with Integration (SCI) volunteer) 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 Resource/SCI classroom for part of the school day
- Resource/SCI classroom instruction for most of the school day with instruction in the regular classroom for part of the school day
- Full time instruction in Resource/SCI classroom with opportunities for participation with students without disabilities in nonacademic and extracurricular activities
- Full time instruction in a Resource/SCI classroom
- Alternative settings
  - \* 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

1. **Guidance Services (Grades K-12):** 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.
2. **Title I Reading Services (Grades K-6):** Small group reading instruction to students identified by recommendation and through Title I guidelines. Reading Recovery providing individual instruction to first grade students.
3. **Teacher Associate Services:** Specific instruction and interventions to individual students or small groups under the direction and supervision of a qualified classroom teacher.
4. **Resource Center/Special Class with Integration Services:** Development and implementation of an Individualized Education Plan (IEP) that may include consultation; regular education interventions; team teaching; and direct instruction in academic, social, behavioral, and study skills/work habits.
5. **AEA Services:** Special education support, 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.
6. **504 Plan:** Development and implementation of a 504 Plan to support students with barriers to major life activities such as caring for one's self, walking, seeing, speaking, learning, performing manual tasks, working, hearing, breathing.
7. **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.

8. *Preschool + special ed*

**Levels of service describe the amount of service [41 132(a)]**

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**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.

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## **IDENTIFICATION PROCESS:**

In the Junior and Senior High School Buildings of Highland Community School District, the following process will be used to assist in the identification of students who are eligible for special education services.

- 1) Student Review Team meetings are held monthly. If a teacher wishes to discuss <sup>special</sup> special education eligibility, a completed Customary Adjustments form should be brought to or written at the meeting. The Student Review Team makes suggestions for other adjustments and/or recommends that the student be referred to the Building Child Study Team for a Student Team Education Plan (STEP). A Student Review Team Meeting report is provided to the Child Study Team agenda.
- 2) Child Study Team meetings are held monthly. The Child Study Chair places students on the Child Study Team agenda. The completed Customary Adjustments form for each student is provided to the team. The Child Study Team either makes additional suggestions for interventions the teacher can utilize in the classroom or assigns a case facilitator to work with the general education teacher, the student's parent, and the student on a STEP Plan.

STEP Plans are monitored for a minimum of 3-4 weeks. If the student is successfully utilizing the STEP plan, the adjustments are continued. If the student is not successful, the principal places the student on a Child Study Team agenda. Parents are invited to the meeting or informed if they are unable to attend. <sup>benefiting from</sup>

The Child Study Team decides whether a STEP Plan needs to be revised or an evaluation needs to be done to determine special education eligibility. At the secondary level, the special education teachers may be a part of the implementation of the STEP Plan. The data collected through the STEP process is reviewed and recommendations made to collect additional data necessary to determine eligibility. This additional data can be obtained through the following: a review of records; interviews with relevant individuals, (teachers, parents, students and support staff) observations in a variety of settings; evaluation procedures that are valid and reliable.

In the Ainsworth and Riverside Elementary Buildings of the Highland Community School District, the following process will be used to assist in the identification of students who are eligible for special education services.

1. Building Level Team Meetings are held once a month. If a teacher wishes to discuss a student regarding eligibility for special education, a completed Customary Adjustments form should be brought to the meeting. The Building Level Team makes suggestions for other adjustments or recommends that the student be referred to the Building Child Study Team for a Student Team Education Plan (STEP Plan.) A Building Level Team Meeting report which summarizes the discussions of students for follow-up on a Child Study Team agenda is provided to the principal
2. Child Study Team Meetings are held monthly. The Principal places students on the Child Study Team agenda. The completed Customary Adjustments form for each student is provided to the team. The Child Study Team either makes additional suggestions for activities the teacher can try in the classroom or assigns a case facilitator to work with the general education teacher, the student's parent, and, when appropriate, the student on a STEP Plan.

STEP plans are monitored for a minimum, of 3-4 weeks. If the student is successful utilizing the STEP Plan, those adjustments are continued. Parents are invited to the meeting or are kept informed if they are unable to attend.

The Child Study Team decides whether a STEP plan needs to be continued, revised or an evaluation needs to be done to determine special education eligibility. The data collected through the STEP process is reviewed and recommendations made to collect only additional data, which is necessary for eligibility determination. This additional data may be obtained through the following: a review of records; interviews with relevant individuals; observations in a variety of settings; testing procedures that are valid and reliable.

### ***CONTINUUM OF SERVICES FOR STUDENTS ELIGIBLE FOR SPECIAL EDUCATION***

In the Secondary and Elementary buildings, the following services will be provided:

1. **Accommodations/modification to the general education environment and program: the Individualized Education Plan (IEP) Team will determine Curriculum accommodations and modifications, instructional support and materials** for each special needs student. At a minimum, the Team will include the general and special education teacher, the parent and the principal/designee as well as any support staff who provide services.
2. **Specially designed instruction through cooperative efforts of special and general education teachers in the general education classroom:** Special and general education teachers will plan and work together to provide specially designed instruction which is based on Highland Community School District standards and benchmarks. IEPs will incorporate goals and milestones or short-term objectives which relate to these standards. *Some students may require extensions of the general education curriculum and/or alternative materials.*
3. **Specially designed instruction on a limited basis by a special education teacher in the general classroom or in an environment other than the general classroom, including consultation with general education teachers:** The students with mild disabilities (Level I) will be served primarily in the general education classroom; however, much of their specially designed instruction will occur in the special education classroom. When possible the special education teacher may work with small groups of students with like needs in the general education classroom. *Specially designed instruction may include academic and study skills, as well as behavioral and social skills.* The special education teachers will provide consultation to general education teachers through Building Team Meetings and ongoing meetings regarding individual student needs.
4. **Specially designed instruction organized according to the type of curriculum and instruction to be provided and the severity of the education needs of students:** Special education teachers will provide specially designed instruction based on the general education curriculum whenever possible. When the needs of a student are significant because of severe developmental delays and extremely limited skills, (level 2 and 3 students) the special education teacher will provide a curriculum which will address appropriate functional skills development (may include social, emotional, and self-care, life skills.) *The general and special education teachers will monitor this curriculum jointly.*

5. **Description of how services will be organized and provided to eligible individuals, taking into consideration the Mission Statement and the beliefs of the school district and the specific needs of students:** The Ainsworth and Riverside Elementary schools will provide a preschool at each building. The preschools may serve special needs students as well as normally developing peers. The preschool children will interact with the K-6 students and will participate in student exchanges with kindergarten children as appropriate.

Highland School District students with special needs will be served in their neighborhood schools with appropriate services provided in that setting. Students with significant developmental delays and extremely limited skills may have these skills taught in the special education classroom or in the general education classroom. Student specific associate support may be required. The curriculum will be developed by the special education teacher and monitored jointly by the general and special education teachers. The general education and special education teachers will meet regularly in cooperative planning time. To insure the provision of a F.A.P.E., IEP teams may recommend special transportation and /or assistive technology services.

Transition of special needs students to the junior high school will be supported through conferences of elementary and secondary special and general education teachers during the August workshop meetings. These conferences will focus on strategies that have been successful with individual students. In addition, elementary special needs students will visit the junior high in the spring of the year prior to transition in order to become acclimated to the new setting. Level 1 students may benefit from a half day of regular school visit accompanied by a special educator. Level 2 and 3 students may need longer periods and more support for the transition. Visits should also be offered to parents of all special needs students.

*L. Conyers*

**Special Education  
Teacher Caseloads**

## DETERMINING CASELOADS:

### Recommended Class Sizes

Resource 16-18

Resource/SCI 16-18

SCI 12-15

For purposes of establishing caseloads the following points will be assigned to students utilizing the special education program listed for each student on special education class rosters

Resource=1

SCI=1.5 (when served in Resource)

2.35=2

3.74=3

### Monitoring Caseloads

- 1) Frequency of review – 3 times a year September January April (projections)
- 2) Persons responsible for review – special education consultant special education teacher building principal *with concern*
- 3) Process to follow where concern is identified –building principal follows up with the building child study team for recommendations and/or with the superintendent if a monetary issue is involved

### Procedures for teachers to request review of caseload

- 1) Timelines for resolution of concern – 10 working days
- 2) Person to be contacted – building principal
- 3) Individuals responsible for review and making recommendation – special education consultant teacher and building principal
- 4) Review with child study team
  - How many students are coming into program
  - How many students are exiting program
- 5) Decision is made by building principal If team recommends additional resources the allocation request goes to the superintendent Decisions will be provided in writing

**Process**  
**for**  
**Evaluating Effectiveness**

## Process for Evaluating Effectiveness

Annually the Superintendent will convene a Highland Community School District Committee of administrators special and general education teachers and parents of students with special needs. This committee will review student needs data from IEP Results and district wide assessment as well as alternate assessments. The committee will address service needs as well as staff development issues. Recommendations will be provided to the school district at that time re need for changes in the special education delivery system.

Every five years the Department of Education will provide a site visit at the Highland Community School District. Part of this effort will be an in depth examination of special education services. Recommendations will be provided to the School district at that time Re need for changes in the special education delivery system.

District Developed Instructional Services Delivery System  
Special Education Planning Committee

Purpose of Committee

The Highland Board of Directors approved the development of a District Developed Instructional Services Delivery System at the regular board meeting held on February 11 2002. The purpose of this committee is to develop a plan for the unique delivery of special education instructional services for the Highland Community School. The Department of Education's Technical Assistance Guide will serve as a reference for specific program requirements. Grant Wood Special Education Staff will facilitate development of the plan. This committee will seek input from parent and staff in the development of this plan. The committee will make a final recommendation for a District Developed Instructional Services Delivery System plan to the board of Directors.

Committee Members:

Brenda Bean Special Education Teacher	Judy Lauer General Education Teacher
Amy Gregory Special Education Teacher	Don Schanatz General Education Teacher
Victoria Sherman Special Education Teacher	John Hebrink General Education Teacher
Gary Curtis Special Education Teacher	Shawn Donovan General Education Teacher
Jerry Lippert Special Education Teacher	Spence Cameron General Education Teacher
Darnell Stoker Special Education Teacher	Bev Bailey Principal
Lisa Colgan Special Education Teacher	Ed Pundt Principal
Wendy Royston Special Education Teacher	Sally Sinclair AEA Regional Facilitator
Lois Schneider Parent	Sue Ringena AEA Special Ed Consultant
Teresa Greiner Parent	Dan Henderson Curriculum Coordinator
Cindy Michel Parent	Carol Montz Superintendent
Mary Ruth Parent	

- 1 March through May Committee met to develop the plan
- 2 Public comment on proposed delivery system
- 3 CSIP Committee will review – June 6
- 4 Board Meeting to approve plan
- 5 AEA Review – May 24