

**Secondary Interrelated Teacher
Position Statement
High Plains Educational Cooperative**

General Information:

High Plains Educational Cooperative employs approximately thirty-six Middle School and High School, Secondary, Interrelated Teachers across seventeen school districts in southwest Kansas. Secondary Interrelated Teachers support children with a variety of disabilities in grades six through 12. HPEC believes that all students can learn and make progress. The Interrelated Teacher's responsibility is to take the student where they are at and provide support services and instructions to help them grow in skills. Accommodations and modifications, assistive technology, consultation and direct instruction are all used to support children with disabilities.

Intervention:

At High Plains Education Cooperative (HPEC), Interrelated Teachers believe in supporting students through the intervention process. Teachers attend Student Intervention meetings and provide consultation by suggesting strategies to support student learning. Interventions are research based. Baseline data is collected, interventions are implemented and then student skills are reevaluated at a later date. If students' skills are improved, the interventions continue as needed. If students do not respond to quality interventions, the student may be considered for special education. A primary goal, however is to support children so that special education is not needed.

MTSS: (Multi-tiered System of Support)

As part of the intervention process High Plains supports its local districts in the MTSS process. The MTSS process consists of 3 tiers of support. Additional support and time are given to students as they move up the tiers. SIT (Student Intervention teams) are usually used at Tier II of the MTSS process. MTSS uses a universal screening tool to evaluate how all children are doing, with diagnostic tools and progress monitoring to track progress of students needing additional support.

Screening and Evaluation:

Appropriate screening and evaluation procedures lead to identifying a student's abilities and academic and behavioral next steps. Specific evaluation leads to good instruction and programming for students. Assessment is conducted with students

using the general education curriculum materials the student is being taught in. Students are tested using the following:

- State Standards and outcomes
- Grade level outcomes developed by individual school districts
- Criterion Referenced Tests
- Error analysis of work samples (reading running records, writing samples, math sheets)
- Existing data (local assessments such as STAR, Terra Nova, ITBS, etc.)
- Curriculum Based Measurements (CBM)

Qualification for Special Education:

Students who have gone through general education intervention and have been referred for a formal evaluation must meet certain criteria to qualify for Special Education. Students must be demonstrating skills at a significantly higher or lower ability than their peers and the student must demonstrate a significant need for support services other than what general education can provide alone. School teams collect assessment data through the use of interviews, observations, and direct assessment, reviewing current data and conducting error analysis. Parents and school staff come together to review data and make decisions about the need for Special Education.

Support Services:

If a student is identified as qualifying and needing special education support services, Interrelated Teachers work closely with classroom teachers to develop appropriate instruction based on the general curriculum, the state standards and any other necessary academic, behavior or functional skills needed. Research based strategies are used as a basis for instruction. Accommodations, modifications and other supportive technology are used to meet student needs. Individual student goals are aligned with district curriculum with an emphasis on narrowing the gap between the student and his/her non-disabled peers.

Inclusion:

HPEC believes in students with disabilities being educated alongside their non-disabled peers to the extent possible. General and Special Education teachers work together to collaborate on assignments and teaching strategies.

Paraeducators work with teachers to see that support is provided in the classroom.

There is a continuum of support services provided for children with disabilities. For some children, the Interrelated Teacher may only consult with the classroom teacher providing ideas and strategies. For another child, he/she may receive inclusive support by the Special Education Teacher or Paraeducator to help in the general education classroom. Still another student may need direct instruction in the Resource room. Parents and school staff identify specific support services when the Individualized Education Plan is written for students.

Transition services.

Transition services as identified in Kansas are two fold. There are an age 14 components for transition and an age 16 components. (Federal law mandates on the age 16 piece, but Kansas went beyond the Federal law to mandate the age 14 components also.)

At age 14, or earlier if needed, the team must began discussing transition needs. This includes developing post school outcomes and a projected course of study. The post school outcomes must take into consideration the wants and needs of the student. It must address employment, post-secondary schooling or training, community participation, leisure and recreation activities and independent living skills. Post school outcomes must be written in goal form. Criteria, conditions, behavior and time frame must all be present in the goal(s). A projected course of study for the remainder of the time the student is in school will be written. The course of study will include the requirements for graduation along with electives that meet the interest and needs of the student. The course of study will be reviewed annually at the IEP meeting, along with the post school outcomes.

At age 16 transition services are geared towards meeting the needs of the student as the move from the high school environment into the post high school environment. Transition services may include in-pup from outside agencies, i.e. Vocational Rehabilitation, SDSI, Mosaic, and other adult service agencies. Work experiences such as Community Based Instruction or work-study may be part of the student's curriculum. Job shadowing, sheltered employment with a job coach may also be included. Post school outcomes and goals will be addressed the same as at age 14. Prior to graduation from high school a Summary of Performance will be written for

each student. The Summary will address the academic and functional performance of the student along with any accommodations/adaptation the student will need to help the be successful when they leave high school.