

[Special Education - It#143E74B](#)

DISTRICT DEVELOPED

SERVICE DELIVERY PLAN

Postville Community Schools

Process Used to Develop the Delivery System for Eligible Individuals?

The district developed service delivery plan was developed in accordance with the Iowa Administrative Code Rule 41.408(2)“C”. The group of individuals who developed the plan includes parents of eligible individuals, special education teachers, general education teachers, administrators and AEA 1 staff.

District Developed Service Delivery Plan Development Group

(The following group was in attendance and provide support in this plan)

Blanca Campos	Jr. High Parent
Sarah Flores	Elementary Parent
Abe Maske	Superintendent
Ryan Zurbriggen	Curriculum Director
Chad Wahls	PK-6 Principal/Special Education Director
Brendan Knudtson	High School Principal
Jenny Fangman	4yr. Old Preschool Teacher
Linda Monroe	Elementary Special Education Teacher
Lisa Snitker	Elementary Teacher
Stephanie Vagts	K-12 Vocal Music Teacher
Kim Kleve	Jr. High Special Education Teacher
Julie Heitland	K-12 Librarian/Media Specialist
Linda Miller	Sr. High Special Education Teacher
Stephanie Maske	Migrant HS Teacher
Amy Pope	AEA 1 Special Education Consultant
Amy Mezera	AEA 1 Special Education Consultant
Jenny Hemesath	21 st Century After School Program Coordinator
Elfego Marroquin	High School Student

How will service be organized and provided to eligible individuals?

Preschool Program Standards

The Postville Community Schools will provide a full continuum of early childhood placements to children who are eligible for instructional IEP services. These early childhood placements will provide instructional services that adhere to one or more of the following Preschool Program Standards.

Regular Early Childhood Program: Services are defined as occurring in the general education classroom. The teacher holds a license issued by the Board of Educational Examiners that includes pre-kindergarten and early childhood special education. The teacher is responsible for direct instruction, preparation of materials, adaptation and accommodations as specified in the IEP. The teacher with the dual endorsement is responsible for implementing and monitoring the child’s progress according to the IEP.

Regular Early Childhood Program Monitored by a Licensed Early Childhood Special Education Staff: Services are defined as occurring in the general education classroom. The classroom teacher holds a license for pre-kindergarten. The general education teacher is responsible for classroom instruction and implementation of adaptations and accommodations as specified in the IEP. The licensed Early

Childhood Special Education staff is responsible for monitoring the implementation of services described in each IEP and monitoring student progress relative to goals in the IEP.

Early Childhood Special Education Program: Services are defined as direct specially designed instruction provided to students with disabilities by a licensed early childhood special education teacher. The curriculum is tied to the general education curriculum, but is modified to meet the needs of the students. Classroom instruction is provided by a licensed Early Childhood Special Education Teacher.

The Early Childhood Special Education Teacher is responsible for monitoring the implementation of services described in each IEP and monitoring student progress relative to goals in the IEP.

K-12 Continuum Options

K-12 Consulting Teacher Services: Consulting teacher services are defined as indirect services provided by a certified special education teacher to a general education teacher in adjusting the learning environment and/or modifying his/her instructional methods using specially designed instruction strategies to meet the individual needs of a student with a disability receiving instruction in the general education classroom.

K-12 Co-Teaching Services: Co-teaching services are defined as the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and nondisabled students. These services are provided by special education and general education staff in partnership to meet the content and skills needs of students in the general education classroom. These services take shape in a variety of manners. For example, teachers co-plan, divide the class, and provide the instruction to smaller groups, or teachers co-plan and then co-instruct different components of the content.

K-12 Supplemental Instruction in the General Education Setting: Collaborative services are defined as direct specially designed instruction provided to an individual student with a disability or to a group of students with disabilities by special education staff in a general education classroom setting to aid the student(s) in accessing the general education content area instruction. These services are provided simultaneously with the general education content area instruction.

K-12 Supplemental Instruction in the Special Education Setting: Pull-out supplemental instruction is defined as specially designed instruction provided to an individual student with a disability or a group of students with disabilities by special education staff in a special education setting. Pull-out instructional services are designed to supplement instruction provided in the general education classroom through the previously described consulting teacher model, co-teaching model and collaborative model of service delivery. Supplemental instruction provided in a pull-out setting does **not** supplant the instruction provided in the general education classroom.

K-12 Special Class: Special class services are defined as direct specially designed instruction provided to an individual student with disability or a group of students with disabilities by a certified special education teacher to provide instruction which is tied to the general education curriculum, but has been modified to meet the unique needs of the student(s) in a self-contained setting (including, but not limited to special classes, special schools, home instruction, and instruction in hospitals and institutions). This means the student is receiving his or her primary instruction separate from non-disabled peers.

Notes:

- Students may receive different services at multiple points along the continuum based on the IEP.
- The district will provide access to this continuum for all eligible individuals based on their IEP.

- Services may be provided within the district or through contractual agreement with other districts and/or agencies.
- The continuum includes services for eligible individuals ages 3-21.

How will caseloads of special education teachers be determined and regularly monitored?

Special education teacher rosters may be reviewed 2 times per year by the teacher, the building principal, and an AEA 1 representative. Roster reviews may be scheduled as follows:

1. During the month of October (preceding Special Education Child Count)
2. During the month of March (to project rosters and make plans for next school year)

Example of Caseload Determination Process - Student

Caseload determinations will be made by assigning points for the intensity of service required by each IEP on a teacher's roster. Each student is assigned 1, 2, or 3 points based on level of intensity of services.

- 1 Point Student requires limited modifications to the general curriculum which requires special education personnel to provide specially designed instruction for less than 55% of the school day. Student's IEP typically has 1 to 2 goal areas requiring specially designed instruction.
- 2 Points Student requires significant modifications to the general curriculum, which requires special education personnel to provide specially designed instruction for 56% to 85% of the school day. Student's IEP typically has 3 to 4 goal areas requiring specially designed instruction.
- 3 Points Student requires significant adaptation to grade level curriculum requiring instructional strategies. Alternate assessment may be used to monitor the IEP. Behavior intensity may be such that an FBA and BIP are monitored. Special education personnel provide specially designed instruction for 86% to 100% of the school day. Student's IEP typically has 4 or more goal areas requiring specially designed instruction.

In general, a full-time special education teacher's caseload is 20 points. Any Special Education teacher that is less than full time their roster should be a formula of 20 students times the percentage of contract time equaling their roster size. The assignment of education assistants must be taken into consideration and may be used to compensate for a caseload that exceeds 20 points. Caseloads of 20 points or more will be considered for further review at the teacher's request.

Example of part-time employee

20 students x's .57 = 11 students (if all students have a value of 1 point)

Example of Caseload Calculation

15 students on roster x 1 point = 15 points

1 student on roster x 2 points = 2 points

1 student on roster x 3 points = 3 points

20 total points for caseload determination

What procedures will a special education teacher use to resolve caseload concerns?

Special education teachers are expected to engage in informal problem-solving with their AEA 1 team representative and building principal prior to submitting a formal request for caseload review.

Steps to follow when a teacher formally requests a caseload review.

1. Teacher will submit a request for caseload review in writing to the building principal.
2. Within ten working days, the building principal will meet with the special education teacher and AEA 1 team representative to review and clarify concerns the teacher has expressed about his/her caseload.
 - a. The teacher requesting the review is responsible for gathering relevant information to support his/her request for a caseload review. This information might include, but is not limited to:
 - i) Number of IEP's
 - ii) Teacher's schedule and instructional grouping
 - iii) Collaboration and co-teaching assignments
 - iv) Number of buildings that teacher is assigned
 - b. An attempt will be made to resolve the teacher's caseload concerns informally at that time.
 - c. The building principal will provide a written response to the teacher's request within five working days of the meeting.
3. If the teacher's caseload concern cannot be satisfactorily resolved, the teacher's written request and the principal's written response will be sent forward to the district superintendent within five working days.
4. The district superintendent will review the request and gather relevant information from the principal, special education teacher and AEA 1 team representative.
5. Within ten working days following the superintendent's receipt of the teacher's formal request for caseload review, the district superintendent will send a written determination to the building principal and special education teacher.
6. If the teacher requesting review does not agree with the written determination made by the district superintendent, the teacher may appeal to the AEA 1 Director of Special Education within five working days.
7. The AEA 1 Director of Special Education, or their designee, will meet with personnel involved and render a written decision within ten working days.

How will the delivery system for eligible individuals meet the targets identified in the state's performance plan and the LEA determination as assigned by the state? What process will be used to evaluate the effectiveness of the delivery system for eligible individuals?

At least once per year, district administrators will examine their special education district profile to review the district's data relative to progress indicators outlined in our state performance plan (SPP) for special education. District administrators will also examine the district's annual progress report (APR) each year to review achievement data as it pertains to students with IEPs in the district. These data will be used to determine needs and priorities and develop an action plan for special education instructional services when necessary.

Individual student progress on IEP goals will be reviewed quarterly following the decision making rules outlined in the IEP. IEP goal progress, classroom performance and district assessment data will be reviewed, giving us a greater picture of how the individual student is doing. Both special education and general education teachers, as well as AEA and school administration will review this data. The review is to determine if adequate progress is being made if any adjustments in instruction are needed.

IEP student data will also be disaggregated and examined by school level (elementary, middle and high). In addition, the district will examine their SPP/APR data to determine priorities and develop an action plan as needed. If the district meets SPP/APR requirements, both procedural and performance, the delivery system will be considered effective. If the district does not meet requirements, the district will work in collaboration with the State and AEA.