



SPECIAL EDUCATION SERVICE DELIVERY PLAN

A plan for delivering instructional services including a full continuum of services and placements to address the wide range of needs of eligible individuals ages 3 to 21

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What process was used to develop the delivery plan for eligible individuals?

Iowa Administrative Code Rule 41.408 (2) "c"

The delivery plan was developed in accordance with Iowa Administrative Code rule 41.408 (2) "c". The committee who developed the plan included parents of eligible individuals, administrators, special education teachers, general education teachers, and AEA representatives.

On Monday, April 6, the Marshalltown Community School District Board of Education approved the committee and process for development of the Special Education Service Delivery Plan. This plan will be inserted into the Comprehensive School Improvement Plan by September 15, 2009.

Steps of Service Delivery Plan completion:

- School Board approves the committee and process for plan completion
- The committee develops the plan
- The plan is available for public review and comment
- The committee considers public comments
- The committee revises the plan as needed
- The AEA Special Education Director verifies plan compliance
- The district school board approves the plan
- The plan is adopted by including it in the CSIP
- Review and revision of the plan occurs in accordance with the 5 year accreditation cycle, or sooner, if necessary according to state performance plan status

Plan Committee Members

Administration

Lisa Glenn
Tom Johnson
Ken Hayes
Eric Goslinga
Tim Holmgren
Lisa Beames
Matt Tullis

AEA

Amy Knupp (appointed by AEA 267 Director of Special Education)
Andy Lawler

Parents

Vicki Vopava
Gloria Myers
Tim McMahon
Mindy McMahon
Kim Long
Ana Guadarrama
Val Lubbert

Special Education Teachers

Diane Lewis
Barbara Burnham
Sara Reed
Carolyn Hanchak

General Education Teachers

Sue Cahill
Karen Roessler
Heather Pals
Angel Munson
Elizabeth Overstake

How will services be organized and provided to eligible individuals ages 3-5?

Age 3-5 Definitions

Marshalltown Community Schools will adhere to all federal terms and definitions to describe instructional services and placements for preschool children

- Regular Early Childhood Program- Less than 50 percent children with disabilities
- Early Childhood Special Education Program- More than 50 percent children with disabilities

Access to Continuum of Services

Marshalltown Schools will provide access to this continuum for all eligible individuals ages 3-5 based on their IEP. Services may be provided within the district, through contractual agreement with other districts and/or agencies including other community providers. In rare cases where health needs warrant, services will be provided at students' homes.

Marshalltown will review availability of a full continuum of services annually.

Early Childhood Continuum

The Marshalltown CSD will provide a full continuum of early childhood special education services to the maximum extent possible within the general education preschool program. All instruction will be in accordance with Quality Preschool Program Standards or Head Start standards and goals defined in students' IEP. The following options may be utilized for delivery of services:

District Voluntary Preschool classrooms - general education preschool classrooms, incorporating specially designed instruction according to students' IEP. Teachers hold dual licensure

Head Start- general education Head Start classrooms with additional direct instruction from a district early childhood special education teacher

Community Voluntary Preschool classroom- community-based general education classroom co-taught by teachers holding prekindergarten and early childhood special education

Homebound instruction- available for medically fragile students in accordance with a doctor's orders

In the event that a child needs a more restrictive setting, the district will make provisions for appropriate programming.

How will caseloads of early childhood teachers be determined and regularly monitored?

Caseload Determination

Preschool Program Standards and 4 Year Old Voluntary Preschool Program requirements

Marshalltown Schools will provide a full continuum of services to students ages 3-5 by providing instruction to eligible individuals while adhering to the following program standards:

- Iowa Quality Preschool Program Standards
- Iowa 4 year Old Voluntary Preschool Program requirements

Class size and teacher-child ratio requirements will be met according to QPPS and Voluntary Preschool regulations.

How will service be organized and provided to eligible individuals kindergarten through age 21?

Kindergarten through Age 21

1. **General Education with consultation:** The student is served in the general education classroom without any accommodations or modifications to the curriculum, instruction, testing or grading. The special education teacher is responsible for consulting with the general education teacher and monitoring the student's progress according to the IEP.
2. **General Education with accommodations:** The student is served in the general education classroom with consultation and support from the special education teacher. The general education teacher is responsible for direct instruction, testing, grading and behavioral management as specified in the IEP. The special education teacher support may include assisting the general education teacher with the design and preparation of materials, adaptations and accommodations. The special education teacher is responsible for monitoring the student's progress according to the IEP.
3. **Cooperative Teaching Services:** Cooperative 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 the special education teacher and general education teacher 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. The effectiveness of services provided through co-teaching has a strong research base. The special education teacher is responsible for monitoring the student's progress according to the IEP.

4. **General Education with direct special education support within the general education classroom:** These services are defined as direct, specially designed instruction provided to an individual student with a disability or to a group of students with disabilities. This service is provided by a special education teacher in a general education classroom to aid the student(s) in accessing and understanding the general education curriculum. These services are provided simultaneously with the general education instruction. The special education teacher is responsible for monitoring the student's progress according to the IEP.
5. **General Education with direct special education support outside the general education classroom:** The student receives special education support for the general education curriculum outside the general education setting. When the services cannot be appropriately provided in the general education setting, the student may receive selected services in a separate educational setting. This may include special classes or required hospital/home bound instruction. The special education teacher is responsible for monitoring the student's progress according to the IEP.
6. **Intensive special education support outside the general education classroom:** The student receives specially designed instruction through a curriculum based on their individual needs and/or support services 100% of the time by the special education teacher/personnel. Services provided by the special education teacher could be delivered through joint planning, collaborative instruction, co-teaching and/or direct instruction with support personnel. Support personnel could include, but are not limited to: Occupational Therapy, Physical Therapy, Speech Pathology, Autism Team, Behavior Resource Team, Iowa Department of Human Services, mental health service providers, etc. The special education teacher is responsible for monitoring the student's progress according to the IEP.

Note:

The special education teacher is also referred to as the case coordinator or case manager.

Students may receive different services at multiple points along the continuum based on the IEP.

The continuum includes services for eligible individuals kindergarten-age 21.

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.

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

Caseloads will be tentatively set in the spring for the following year. Caseloads may be modified based on summer registration and actual fall enrollments. Caseloads will be reviewed at least twice during the school year by individual district special education teachers with their building principal and/or the Director of Special Services.

In determining special education caseloads, the Marshalltown Community School District will use the values on the Caseload Determination Worksheet to assign points to the programs of each eligible individual receiving an instructional program in the district.

A teacher may be assigned a caseload within a range of 35-45 points.

Caseload Determination Worksheet

How many goals are you responsible for monitoring? ____x1 _____

How many Re-evaluations will you be conducting the school year?
____x2 _____

How many students on your roster have a BIP implemented
with their IEP? ____x3 _____

How many students on your roster require record keeping for
Title 19 billing? ____x4 _____

Total _____

Comments/special circumstances:

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

Caseloads for early childhood and school-aged programs will be reviewed at least twice during the school year by individual district special education teachers with their building principal and/or the Director of Special Services. In addition to scheduled reviews, caseload will also be reviewed under the following circumstances:

- When a specified caseload is exceeded. If the specified caseload is exceeded by 10% for a period of six weeks, then a review may be requested.
- When a teacher has a concern about his/her ability to effectively perform the essential functions of his/her job due to caseload.

The teacher shall request and be granted a formal problem solving conference with the building principal to discuss caseload. This meeting will be solution-focused and is intended to maximize use of all available resources at the building level. The principal may include, as necessary, other building staff or resource personnel in order to find creative solutions.

If the teacher feels that additional consideration is necessary, written notice of the concern will be submitted to the building Principal within ten working days following the problem solving conference. The teacher shall include a written description of the nature of the concern, and specify suggestions he/she may have for resolution.

The principal will request and be granted a caseload review with the district-wide Caseload Review Committee. This committee will include, but is not limited to, building administrators, teachers, AEA representatives, and the Director of Special Services. This review will be held within 15 working days of the receipt of the request. Prior to this meeting, data shall be gathered by the teacher, as specified in the Caseload Determination Worksheet of the Special Education Plan. This information shall be submitted to the building principal at least two working days before the review, to allow distribution to all Caseload

Review Committee members. During the review, the committee will consider resources available at the building level, and scheduling or roster re-assignment. Corrective actions may include reorganization of building resources, maximizing collaborative efforts, assignment or re-alignment of paraprofessional allocation, and will focus on improvement of delivery of special education services to all special education students. A written response from the building principal will be given to the teacher within 5 working days which outlines resolution outcomes of the review.

If unsatisfied with the outcome of the formal review, the teacher may submit a written appeal to the Director of Special Services and Superintendent of Schools within five working days of the receipt of the principal's written response. Within 10 working days of the receipt of the appeal, the Superintendent of Schools and the Director of Special Services will issue a written response to the teacher outlining a final decision as to resolution of the concern.

If the teacher requesting the review does not agree with the final decision, he/she may appeal to the AEA Director of Special Education or his/her designee for final resolution.

Note:

An AEA Director of Special Education may grant an adjusted caseload status for "good cause shown." 41.408 (2)g. A showing of good cause is highly dependent on facts and circumstances surrounding the request and a determination of "good cause" is within the sound discretion of the AEA Special Education Director. The primary concern will be with the district's ability to provide FAPE in the LRE to eligible individuals.

How will the delivery plan 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?

State Performance Plan targets and Delivery Plan effectiveness

District administrators and staff will examine their special education district profile to review district progress toward achievement of indicators required by Iowa's State Performance Plan at least annually. Administrators and staff will also review special education subgroup data of the district's Annual Progress Report at least once per year. This information will be used in establishing priorities and planning special education services. When necessary, this data will be used to develop an action plan.

We will consider our Special Education Service Delivery Plan effective if special education students are meeting the required targets and goals of the State Performance Plan and the Annual Progress Report. Action plans will be designed in collaboration with AEA and state consultants when the district is not meeting these required targets.

Assurances

- The district assures it provides a system for delivering instructional services including a full continuum of services and placements to address the needs of eligible individuals aged 3 through 21, and shall provide for the following:
 1. The provision of accommodations and modifications to the general education environment and program, including settings and programs in which eligible individuals aged 3 through 5 receive specially designed instruction, including modification and adaptation of the curriculum, instructional techniques and strategies and instructional materials.
 2. The provision of specially designed instruction and related activities through cooperative efforts of the special education teachers and general education teachers in the general education classroom.
 3. The provision of specially designed instruction on a limited basis by a special education teacher in the general education classroom or in an environment other than the general classroom, including consultation with general education teachers.
 4. The provision of specially designed instruction to eligible individuals with similar special education instructional 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.
- The district assures the school board has approved the development of the plan for creating a system for delivering specially designed instructional services.
- The district assures that prior to the school board adoption, this delivery system was available for comment by the general public.
- The district assures the delivery system plan was developed by a committee that included parents of eligible individuals, special education teachers, general education teachers, administrators, and at least one AEA representative (selected by the AEA Special Education Director).
- The district assures that the AEA Special Education Director verified the delivery system is in compliance with the Iowa Administrative Rules of Special Education.
- The district assures the school board has approved the service delivery plan for implementation.