



**Special Education
Service
Delivery Plan**

(Updated Spring, 2014)

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

Iowa Administrative Code Rule 41.408 (2) “c”

The delivery system was developed in accordance with Iowa Administrative Code rule 41.408 (2) “c”. The group of individuals who developed the system included parents of eligible individuals, special education teachers, general education teachers, administrators, and at least one representative of the AEA.

This committee was formed and met during Spring, 2014 to review and revise the Southeast Polk Special Education Service Delivery Plan.

Overview of Steps in Completing the Service Delivery Plan

Step 1: The district selects the committee.

Step 2: The committee develops the plan.

Step 3: The plan is available for public comment.

Step 4: The AEA Special Education Director verifies plan compliance.

Step 5: The district school board approves the plan prior to adoption.

Step 6: The plan is entered and certified in the C-Plan.

Step 7: The plan is reviewed in connection with the 5 year accreditation cycle or earlier if required by determination given by the state.

Special Education Delivery Plan Committee

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

Age 3-5 Definitions

Southeast Polk Community School District will adhere to federal DOE guidelines for definitions of settings used for preschoolers.

- **Regular Early Childhood Program** – Less than 50 percent of children eligible for special education, including those with support only IEPs; and
- **Early Childhood Special Education (ECSE) Program** – More than 50 percent of children eligible for special education, including those with support only IEPs.

Access to Continuum

Southeast Polk 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 (i.e. early childhood programs in the community). When services are provided through a contractual agreement with other districts and/or other agencies, then Southeast Polk Community School District will examine the preschool services annually to determine the availability of regular early childhood programs within the district.

Early Childhood Continuum

Regular Early Childhood Program Monitored by a Licensed Early Childhood Special Education

Staff:

- **Licensure:**
 - General Education Teacher – Early Childhood
 - Special Education (Consulting) Teacher - Early Childhood Special Education
- **Teacher Responsibilities:**
 - General Education Teacher – Classroom instruction and implementation of adaptations and accommodations as specified in the IEP
 - Special Education Teacher – Monitor the implementation of services described in each IEP and monitor student progress relative to goals in the IEP
- **Student Population:** Less than 50% children with disabilities

Regular Early Childhood Program

- **Licensure:** Prekindergarten and Early Childhood Special Education
- **Teacher Responsibilities:** Provide general education and special education instruction
- **Student Population:** Less than 50% children with disabilities

Co-taught Early Childhood Program:

- **Licensure:**
 - General Education Teacher – Prekindergarten
 - Special Education Teacher – Early Childhood Special Education
- **Teacher Responsibilities:** All aspects of classroom instruction are co-planned and co-taught
 - Special Education Teacher – monitor the implementation of services described in each IEP and monitor student progress relative to goals in the IEP
- **Student Population:** Less than 50% children with disabilities

Early Childhood Special Education Program:

- **Licensure:** Special Education Teacher – Early Childhood Special Education
- **Teacher Responsibilities:** Provide classroom instruction and modify general education curriculum to meet the needs of the students
- **Student Population:** More than 50% children with disabilities

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. may be provided within the district or through contractual agreement with other districts and/or agencies. The continuum includes services for eligible individuals ages 3-5.

Preschool Program Standards Requirement

The Southeast Polk Community School District in providing early childhood special education (ECSE) and regular early childhood program instructional services to children with an IEP will adhere to Iowa Quality Preschool Program Standards (QPPS) in the provision of instructional services.

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

Preschool Program Standards and Caseload Determination

Southeast Polk Community Schools will provide a full continuum of placement by providing instructional services to eligible preschool children while adhering to Iowa Quality Preschool Performance (QPPS) standards.

The regular early childhood program and early childhood special education program will meet the criteria of the Iowa Quality Preschool Program Standards caseload guidelines regarding maximum class size and teacher-child ratios. Caseloads will be monitored in the same frequency as are K-12 caseloads.

How will services be organized and provided to eligible individuals Kindergarten through age 21?

Collaboration

Collaboration involves two or more professionals who consult, plan, and work together to meet student needs through differentiation of instruction. Collaboration may be the primary form of service for students who benefit from specially designed instruction in the general education classroom delivered by the general education teacher. Collaboration between the general education teacher and special education teacher is an expectation throughout the continuum of services described below. See Collaboration Addendum for clarification on the definition of this service option.

The positions of general education teachers who are collaborated with are to be listed on each student's IEP services page (TAB F) under the activities description box, "Support for School Personnel." A record or log of IEP directed collaboration is to be maintained by each special education teacher.

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.

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 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. Effective co-teaching requires both teachers to be involved in planning, instruction and assessment of all students. For example teachers involved in co-teaching 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. See Co-teaching Addendum for additional information on this service option.

Supplemental Instructional Services

Supplemental instructional services are defined as direct specially designed instruction provided to an individual student with a disability or a group of students with disabilities by a certified special education teacher to provide additional instruction that cannot otherwise be provided during the student's regular instruction time. These services are provided in an individual or small group setting for a portion of the day. These services supplement the instruction provided in the general education classroom. The specially designed instruction provided in supplemental instructional settings does **not** supplant the instruction provided in the general education classroom.

Specialized Instructional Services

Specialized instructional services are defined as direct specially designed instruction provided to an individual student with a 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 in a curricular area or areas 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 kindergarten to age 21.

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

Kindergarten - Age 21

Caseloads will be reviewed at least twice per year; once in the fall by September 30 and again midyear by January 31. This review will be conducted by each special education teacher in consultation with building principals (as necessary) and directed by the special education director. Available caseload information will be reviewed each spring to tentatively set caseloads for the following year. As necessary, formal caseload reviews will be conducted in the spring to assist in planning for the next school year.

In determining special education teacher caseloads, SEP will use the following values to assign points to the caseloads of each K-12 special education teacher in the district. A teacher may be assigned a caseload within a range of 45-70 total points. A teachers' caseload may exceed 70 points but will not exceed having 18 students on the assigned roster. If a caseload is exceeded by 10% of the maximum total (77 points) the teacher's caseload will be reviewed.

Caseload Determination Worksheet

1. How many IEP students are on your roster? X 1
2. For how many goals do you obtain data? X 0.5
3. Identify each of the students in a category below. (Minutes to be taken from the IEP, Page F. Indicate direct instruction from this teacher only, including specially designed instruction in a co-taught setting.)
 - a. Up to 2 hours per day X 1
 - b. Between 2-5 hours per day X 1.25
 - c. More than 5 hours per day X 1.5
4. With how many teachers do you collaborate with as defined in attached Collaboration Addendum? Information to be taken from IEP Tab F. X 1
5. How many students on your roster will have a 3-year reevaluation this year? X 0.25
6. How many students on your roster are on alternate assessment? X 1.5
7. Number of teachers with whom you co-teach? X 1
8. How many associates do you supervise? X 1
9. How many students on your roster require the following support services (speech, OT, PT, assistive technology, hearing, vision, Medicaid billable services)?
 - a. Up to 3 services x .5
 - b. More than 3 services x 1
10. How many students are on a BIP (behavior intervention plan)? X 1.5

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

The following procedures are to be used to resolve concerns about special education caseloads:

1. Teacher shall request and be granted a meeting with the building principal to discuss caseload concern. Such meetings shall be informal in nature and solution-focused.
2. If the teacher is not satisfied with the results of this meeting and feels further consideration is warranted, written notice of the concern shall be submitted to the building principal within five working days following the informal conference. The written notice should express the specific caseload concern and a suggested or preferred resolution to the concern.
3. The building principal shall convene a review committee within 10 working days of the written notification to listen to the concern from the referring teacher and to problem solve. The committee will include the building principal and the special education teacher and *may* include a special education colleague within the building, a Heartland AEA staff member, and others, if it is determined that they can provide assistance in resolution of the concern. Prior to this meeting, relevant data shall be gathered as outlined in the Caseload Determination document contained in the District Special Education Plan. The teacher should also include his/her schedule. This data

shall be given to the principal at least two school days prior to the meeting. During the meeting, the review committee will consider available resources and scheduling possibilities. Options considered may include: realigning students, reviewing assignment of associates, reorganizing teacher resources, or prioritizing collaboration efforts to improve the delivery of special education services to all special education students. Within five working days after the meeting the principal shall submit a written response to the teacher and to the district director of special education.

4. If the teacher requesting the review is dissatisfied with the written response they may submit a written appeal to the Director of Special Education. The written appeal must clearly state the concern, the written decision of the review committee and all of the relevant data that was gathered prior to the review committee meeting.
5. Within ten working days of receiving the appeal, the Special Education Director shall convene a meeting with the teacher and principal to discuss the concern. The Director shall submit a written response to the teacher as well as to the principal.
6. If the teacher requesting the review does not agree with this decision he or she may appeal to the AEA director of special education.
7. The AEA director/designee will meet with personnel involved and will provide a written decision.

Notes:

An AEA may grant an adjusted caseload status for “good cause shown.” 41.408 (2)g. A showing of good cause is highly dependent on the facts and circumstances surrounding the request and a determination of “good cause” is within the sound discretion of the AEA Special Education Director. As a general rule, “good cause” will not be satisfied by a district’s unsupported request for an adjustment to its caseload, and will typically require demonstration that the district considered other alternatives before seeking an adjustment. As with all special education questions, the primary concern should be the district’s ability to provide a free appropriate public education (FAPE) in the least restrictive environment (LRE) to the eligible individuals it serves.

Question 5: How will the delivery system for eligible individuals meet the targets identified in the state’s performance plan?

How will the delivery system for eligible individuals address needs identified by the state in any determination made under Chapter 41?

What process will be used to evaluate the effectiveness of the delivery system for eligible individuals?

Individual

Individual student goals will be monitored and data will be graphed at least every two weeks to identify the progress that each student is making toward mastery of each IEP goal. Special education and general education teachers along with AEA staff and building administrators (as appropriate) will regularly discuss student progress toward mastery of IEP goals. The purpose of this review is to determine if adequate progress is being made, if any adjustments in instruction are needed, or if other targeted or intensive interventions through MTSS or special education are indicated. (Note: Changes in goals, proficiency criteria, or LRE must occur through an IEP team meeting.) Parents and/or guardians will participate in this review process by providing input on their child's performance which will be discussed at least annually during IEP meetings.

School: Aggregated by School and District

Student achievement data at the building level in the areas of reading and math will be reviewed at least annually for students receiving special education services and compared to the performance of students who do not receive special education services (gap data). This review will be conducted by building and district administration, PLC and data teams and may also include AEA staff. Data to be examined may include (but is not limited to) Iowa Assessments, Smarter Balance Assessments, and math and reading unit pre or post test results.

During Professional Learning Community and data team meetings the academic progress of all students is studied by these teams, to include an examination of the performance of students who receive special education services. The purpose of this review and discussion will be to identify ways to assist all students to achieve at higher levels. Team members will work to identify additional instructional strategies that may be effective with students who are having difficulty meeting academic standards.

District: Disaggregated by School Levels

At the district level, IEP subgroup data for each school will be reviewed by a group to include district and AEA administration on at least an annual basis. If the district meets the requirements of the state performance plan/annual performance report, the delivery system will be considered effective. If the district does not meet these goals the district will work in collaboration with AEA staff to identify actions to be taken to improve results.

Special Education Service Delivery Plan Assurances

Southeast Polk Community School District assures it provides a system for delivering instructional services including a full continuum of services and placements to address the need of eligible individuals aged 3 to 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 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 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 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 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.

Collaboration Addendum

A style for interaction between *co-equal* parties voluntarily engaged in *shared decision making* as they work toward a *common goal*. Marilyn Friend

Collaboration is how we work together and it cuts across industry, businesses and schools.

Definition -- Collaboration is:

- (1) *Style* -- A way of interacting. It is a “how,” not a “what.” Collaboration is adult-to-adult interaction built on a relationship of mutual trust and open communication.
- (2) *Coequal* -- Each party is recognized as having knowledge or skills that contribute to the collaborative group. Individuals bring their own unique strengths to the team. (a) Roles will change as needs require. (b) Neither assumes an expert role -- no one has all the answers. (c) Parity is most difficult to achieve. The contributions of all involved must be equally valued, the power and decision making shared equally.
- (3) *Voluntary* -- Can mandate proximity, but not the quality of interpersonal relationships (how we interact).
- (4) *Shared decision-making* -- (a) Key decisions are shared, (b) Resources are shared, (c) Responsibilities are shared. All instructional options and supportive activities are jointly used with flexibility. Decisions are concern-driven by the individual student needs, classroom needs, and school-wide needs. Depends on the strengths of individual teachers involved in collaborating. (d) Accountability is shared. The key to knowing whether or not collaboration works is the joint monitoring of student progress. Responsibility for instruction and progress of students is jointly shared. Special education student progress on goals/objectives of the IEP needs to be monitored. Responsibility for monitoring should be shared, but ultimate responsibility for IEP progress lies with the special ed teacher named on IEP. The best kind of progress monitoring is formative evaluation involving direct frequent measurement that is tied to goals/objectives and permits good decision making.
- (5) *Common goal* – i) All parties are working to problem solve a mutual concern (individual classroom, or school-wide) ii) All parties working toward the same outcome. iii) During the process of working together (joint planning), collaborators will decide what it is they need to focus on. iv) Goals should be specific and concrete enough for you to know that you're both talking about and working toward the same outcome.

Co-Teaching Addendum

The Iowa Department of Education advocates Marilyn Friend's co-teaching guidelines. Co-teaching involves two or more certified professionals who contract to share instructional responsibility for a single group of students primarily in a single classroom or workspace for specific content or objectives with mutual ownership, pooled resources and joint accountability. (Friend & Cook, 2000) There are six approaches to a co-teaching model: one teach, one observe; one teach, one assist; parallel teaching; station teaching; alternative teaching; and team teaching. Each of these approaches may be used in a co-teaching partnership and are most effective when the selection of approach is based on student characteristics and need, teacher characteristics and need, curriculum content and strategies, and pragmatic considerations. The following descriptions and percentages serve as a guide in the amount of time spent in each approach.

5% One Teach, One Observe. One of the advantages in co-teaching is that more detailed observation of students engaged in the learning process can occur. With this approach, for example, co-teachers can decide in advance what types of specific observational information to gather during instruction and can agree on a system for gathering the data. Afterward, the teachers should analyze the information together.

5% One Teach, One Assist. In a second approach to co-teaching, one person would keep primary responsibility for teaching while the other professional circulated through the room providing unobtrusive assistance to students as needed.

20% Parallel Teaching. On occasion, student learning would be greatly facilitated if they just had more supervision by the teacher or more opportunity to respond. In parallel teaching, the teachers are both covering the same information, but they divide the class into two groups and teach simultaneously.

30% Station Teaching. In this co-teaching approach, teachers divide content and students. Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group. If appropriate, a third station could give students an opportunity to work independently.

20% Alternative Teaching. In most class groups, occasions arise in which several students need specialized attention. In alternative teaching, one teacher takes responsibility for the large group while the other works with a smaller group.

20% Team Teaching. In team teaching, both teachers are delivering the same instruction at the same time. Some teachers refer to this as having one brain in two bodies. Others call it tag team teaching. Most co-teachers consider this approach the most complex but satisfying way to co-teach, but the approach that is most depend on teachers' styles.