

SPENCER COMMUNITY SCHOOLS

**DISTRICT DEVELOPED
SERVICE DELIVERY
PLAN**

JUNE 1, 2009

SCHOOL BOARD APPROVAL OF PLAN DEVELOPMENT

The Spencer Community School Board approved plan development and appointed the following individuals as committee members for the district delivered service plan on May 6, 2009.

Special Ed Delivery Plan Committee

Member

Role

Cindy Glover	SCI Teacher
Rick Dupic	Resource Teacher
JoAnne McCullough	Resource Teacher
Stevie Shively	SC Teacher
Amber Postma	Transition Teacher
Onalee Wright	ECSE Teacher
Tammy Delaney	Gen. Ed Teacher
Melissa Stell	Gen. Ed Teacher
John Goede	Parent
Sharon Joy	Parent
Cheri Woolery	Parent
Greg Ebeling	Administrator
Kathy Elliott	Administrator
Lucas De Witt	Administrator
Heidi McGuire	AEA

Question 1: What process was used to develop the delivery system for eligible individuals?

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."

Question 2: How will service be organized and provided to eligible individuals?

**Spencer Community Schools
Continuum of Services**

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 or support service provider is responsible for consulting with general education teacher and monitoring the student's progress according to the Individual Education Plan. This service level would typically be used only when a student has reached his/her IEP goals and is on a 45-day trial exit out of special education.

General education with consultation/accommodations: The student is served in the general education classroom with consultation and support from a special education teacher or support service provider. 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 can take shape in a variety of manners. For example, teachers could co-plan, divide the class, and provide the instruction to smaller groups, or co-plan and then co-instruct different components of the content. Another example of special education teacher support might include providing assistance to the general education teacher in the design and preparation of materials, adaptations, and accommodations based on the IEP. The special education teacher or support service provider is responsible for monitoring the student's progress on IEP goals.

General education with direct special education support in the general education classroom: The student receives special education support for the general education curriculum in the general education classroom. Services include direct, specially designed instruction provided to an individual student with a disability or to a group of students with disabilities by a special education teacher, support service provider, or trained paraprofessional in a general education classroom to aid the student(s) in accessing the general education curriculum. These services are provided simultaneously with the general education content area instruction. The special education teacher or support service provider is responsible for monitoring the student's progress on IEP goals.

General education with direct special education support in the special education classroom: The student receives special education support for the general education curriculum outside the general education setting. Services include direct, specially designed instruction provided to an individual student with a disability or a group of students with disabilities by a special education teacher, support service provider, or trained paraprofessional to provide supplementary instruction in the special education classroom 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, with specific instructional focus on the student's IEP goals. These services supplement the instruction provided in the general education classroom. The specially designed instruction provided in the special education classroom does **not** supplant the instruction provided in the general education classroom. The special education teacher or service provider is responsible for monitoring the student's progress on IEP goals.

General education with direct special education support/modifications in the special education classroom or other setting: The student receives special education support for the general education curriculum outside the general education setting. Services include direct, specially designed instruction provided to an individual student with a disability or a group of students with disabilities by a special education teacher, support service provider, or trained paraprofessional 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. In this situation, the student receives his/her primary instruction separate from non-disabled peers because the services cannot be appropriately provided in the general education setting. The special education teacher or service provider is responsible for monitoring the student's progress on IEP goals.

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 to 21, preschool through high school. The standards for the preschool program will be the Iowa Quality Preschool Standards (QPPS). Pre-School programming use the Iowa Quality Preschool Standards.

Question 3: How will caseloads of special education teachers be determined and regular monitored?

Caseload Determination

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 once during the school year by individual district special education teachers with their building principal.

In determining teacher caseloads, the Spencer Community School District will use the following values to assign points to the programs of each eligible individual receiving an instructional program in the district.

A full time special education teacher may be assigned a caseload with no more than 150 total points. The district will consider the total number of students served and divide the total caseload points by the number of students served to get an average points/student. The acceptable average points/student range will fall between 2 and 21 points. Caseload considerations will be based on the total points, the average points/student, and the total students served. Teachers with a caseload above the total caseload points or outside the average points/student range will have a caseload review by the building principal. These caseload limits may be exceeded if doing so does not prevent the affected teacher's ability to provide the services and supports specified in his or her student's IEPs.

Caseload Rubric

Teacher: _____ Student: _____

	Curriculum	IEP Goals	Specially Designed Instruction	Joint planning and consultation	Paraprofessional Support *	Assistive Technology	FBA/BIP
Zero Points	Student is functioning in the general education curriculum at a level similar to peers	Student has IEP goals instructed by another teacher or service provider.	Student requires no specially designed instruction	Joint planning typical for that provided for all students	Individual support needed similar to peers	Assistive technology use is similar to peers	Student requires no FBA or BIP
One Point	Student requires limited modifications to the general curriculum	Student has 1-2 IEP goals.	25% or less of instruction is specially designed and/or delivered by special education personnel	Special education teachers conduct joint planning with 1 general education teacher or paraprofessionals over the course of each month	Additional individual support from an adult is needed for 25% or less of the school day	Assistive technology requires limited teacher-provided individualization and/or training for the student	Requires limited time assessment, planning, data collection and communication with others (not more than 2 hours per month)
Two Points	Student requires significant modifications to the general curriculum	Student has 3 IEP goals.	26-75% or less of instruction is specially designed and/or delivered by special education personnel	Special education teachers conduct joint planning with 2 to 3 general education teachers or paraprofessionals over the course of each month	Additional individual support from an adult is needed for 26% to 75% of the school day	Assistive technology requires extensive teacher-provided individualization and/or training for the student	Requires 2 to 4 hours monthly for assessing, planning, data collection and communication with others
Three Points	Significant adaptation to grade level curriculum requires specialized instructional strategies. Alternate assessment is used to measure progress	Student has 4 or more IEP goals.	76 to 100% of instruction is specially designed and/or delivered by special education personnel	Special education teachers conduct joint planning with more than 3 general education teachers or paraprofessionals over the course of each month	Additional individual support from an adult is needed from 76% to 100% of the school day	Assistive tech requires extensive teacher-provided individualization and/or training for the student- Significant maintenance and/or upgrades for continued effective use are anticipated	Requires more than 4 hours for assessing, planning, data collection and communication with others

* includes academic, health, medical, or behavioral monitoring support

Point Total: _____

Curriculum

Zero Points: Student is functioning in the general education curriculum at a level similar to peers

One Point: Student requires limited modifications to the general curriculum

Two Points: Student requires significant modifications to the general curriculum

Three Points: Significant adaptation to grade level curriculum requires specialized instructional strategies. Alternate assessment is used to measure progress

IEP Goals

Zero Points: Student has IEP goals instructed by another teacher or service provider.

One Point: Student has 1-2 IEP goals.

Two Points: Student has 3 IEP goals.

Three Points: Student has 4 or more IEP goals.

Specially Designed Instruction

Zero Points: Student requires no specially designed instruction

One Point: 25% or less of instruction is specially designed and/or delivered by special education personnel

Two Points: 26-75% or less of instruction is specially designed and/or delivered by special education personnel

Three Points: 76 to 100% of instruction is specially designed and/or delivered by special education personnel

Joint planning and consultation

Zero Points: Joint planning typical for that provided for all students

One Point: Special education teachers conduct joint planning with 1 general education teacher or paraprofessionals over the course of each month

Two Points: Special education teachers conduct joint planning with 2 to 3 general education teachers or paraprofessionals over the course of each month

Three Points: Special education teachers conduct joint planning with more than 3 general education teachers or paraprofessionals over the course of each month

Paraprofessional Support (includes academic, health, medical, or behavioral monitoring support)

Zero Points: Individual support needed similar to peers

One Point: Additional individual support from an adult is needed for 25% or less of the school day

Two Points: Additional individual support from an adult is needed for 26% to 75% of the school day

Three Points: Additional individual support from an adult is needed from 76% to 100% of the school day

Assistive Technology

Zero Points: Assistive technology use is similar to peers

One Point: Assistive technology requires limited teacher-provided individualization and/or training for the student

Two Points: Assistive technology requires extensive teacher-provided individualization and/or training for the student

Three Points: Assistive technology is requires extensive teacher-provided individualization and/or training for the student. Significant maintenance and/or upgrades for continued effective use are anticipated

FBA/BIP

Zero Points: Student requires no FBA or BIP

One Point: Requires limited time assessment, planning, data collection and communication with others (not more than 2 hours per month)

Two Points: Requires 2 to 4 hours monthly for assessing, planning, data collection and communication with others

Three Points: Requires more than 4 hours for assessing, planning, data collection and communication with others

Question 4: What procedures will a special education teacher use to resolve caseload concerns?

Resolving Caseload Concerns

A scheduled review of teacher caseloads will be conducted by the building principal as follows:

1. at the beginning of the school year;
2. by November 30; and
3. by May 1 to plan for the following school year.

Upon review, if there appears to be an overload, the teacher may request and the principal will arrange a Caseload Assistance Team (CAT) meeting. The CAT will be comprised of 4 teachers, a building administrator, and an AEA representative. The CAT will make recommendations as to whether there is a need for adjustments to a teacher's schedule or roster.

At any other time, a teacher may request a caseload review by submitting, in writing, the request to the building principal. The building principal must convene the CAT within 5 working days. A resolution and written decision must be made available to the teacher within 5 days after the CAT meeting.

QUESTION 5: 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?

The district will examine their State Performance Plan/Annual Program Report data to determine priorities and develop an action plan. If the district meets State Performance Plan/Annual Progress Report requirements, 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.”

6. PROCESS FOR EVALUATING EFFECTIVENESS

Spencer community School District will evaluate its special education instructional service delivery system through the established process of annual reviews and third year re-evaluation input from Prairie Lakes Area Education Agency. Compliance evaluations will be conducted by the Iowa Department of Education, Bureau of Special Education.

On-going staff development will occur to refine data collection, documentation of student progress, goal establishment, transition through instructional levels, intensity of services, and exiting from services during the time span of this district developed plan. At the close of each year, a committee involved in the implementation will convene to review each section of the plan.