



Perry Community School District Special Education Service Delivery Plan

June 2015

Copy for public review — School Administration Center

Developed by committee - April 27, 2015 and May 4, 2015
Board Approves District Advisory Committee - May 11, 2015
Open for public comment - May 12, 2015
Public comments reviewed by and revisions made to plan - June 2, 2015
Approved by School Board - June 8, 2015
Submitted with CSIP - September 15, 2015

DELIVERY PLAN DEVELOPMENT

The special education 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.

REPRESENTATIVES ON DISTRICT ADVISORY COMMITTEE

Blanca Cortes – Interpreter and Paraeducator
Heidi Love – Parent, MS Paraeducator
Carol Martinez - Parent
Cinthia Naranjo - Parent
Janna Bjork – ELL and Elementary Teacher
Kris Finn – HS Special Education Teacher
Kimberly Peterson – PK Special Education Teacher
Veronica Roshek – HS Special Education Teacher
Ali Tibbles – Elementary Teacher
Dorothy Landon – AEA School Psychologist
Kelly Schloss – Director of Learning Supports
Tinna Walberg – AEA Regional Director

CONTINUUM OF SERVICES

- **General Education with Consultation:** The student is served in the general education classroom or regular early childhood program without any accommodations or modifications to the curriculum, instruction, testing or grading. The service provider is responsible for consulting with general education teachers and monitoring the student’s progress according to the IEP goals.
- **General Education with Consultation/Accommodations:** The student is served in the general education classroom or regular early childhood program with consultation and support from the special education teachers. 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 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 or regular early childhood program setting. The special education teacher, support service provider, or trained paraprofessional will be in the general education or program classroom to provide direct instruction, instructional support, or other assistance to the student or group of students, through models such as collaborative or co-teaching. The special education teacher/service provider is responsible for monitoring the student’s progress on IEP goals.

- **General Education with Direct Special Education Support Outside the General Education Classroom:** The student receives specially designed instruction and support for the general education curriculum outside the general education or regular early childhood program setting. When the services cannot be appropriately provided in the general education or program setting, the student may receive selected services or all services he/she needs in a separated educational setting (including, but not limited to special classes or early childhood special education program, special schools, home instruction, and instruction in hospitals and institutions). The special education teacher/service provider is responsible for monitoring the student's IEP goals.
- **Regular Early Childhood Program:** The child is served in the regular early childhood classroom with a teacher who holds a valid practitioner's license that includes prekindergarten and early childhood special education endorsements. The teacher is responsible for direct instruction, preparation of materials, adaptations 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. Consulting teacher services are likewise an option; see "Consulting Teacher Services" below. Perry Early Learning Center adheres to Iowa Quality Preschool Program Standards and maintains the required child/teacher ratios as outlined in those standards. St. Patrick's Gingerbread House, and Perry Child Development Center each adhere to one of the three standard options. For some students, when appropriate, consulting services are available at these centers.

Early Childhood Definitions

Perry Community School will adhere to federal data regarding definitions of settings for preschools.

Regular Early Childhood Program: Less than 50 percent children with disabilities.

Early Childhood Special Education (ECSE) Program: More than 50 percent children with disabilities.

Access to Curriculum: Perry Community Schools 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.)

Perry Community Schools 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 – Prekindergarten
 - 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 students
- **Student Population:** More than 50% children with disabilities

Note:

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.

CASELOAD DETERMINATION

Kindergarten-Age 21 Determination and Monitoring

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 the Director of Learning Supports.

In determining teacher caseloads, the Perry 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 teacher may be assigned a caseload within a range of 30-45 total points. This caseload limit may be exceeded by no more than 10% for a period of no more than nine weeks, 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.

Note: The Director of Learning Supports and/or building principals may consider extenuating circumstances that may not be reflected in the aforementioned caseload determination categories (i.e. student homebound instruction for health related reasons).

CASELOAD DETERMINATION WORKSHEET

1. How many students with IEPs are on your roster? _____
2. How many goals are you providing instruction for? _____/2 _____
- **Do** count minutes where you are providing instruction for and progress monitoring the student's goal.
 - **Do not** count minutes for students on your roster whom have others teachers are providing instruction for and progress monitoring the student's goal.
3. How many minutes per day of direct instruction do you provide for students with IEPs? _____
_____/120
- **Do** count minutes where you are the sole provider of instruction. Examples: Small group interventions which include both general and special education students, or secondary classes taught solely by a special education teacher which include both general and special education students.
 - **Do not** count direct instruction that is in a Co-Taught Setting, which is addressed in decision point 5.
4. How many minutes **per week** do you provide instruction to a group of students (including both general education and special education) where you are the primary/sole instructor? _____
_____/110 (Do include E2020 supervision here.)
5. How many minutes **per week** do you co-teach? _____/225 (225 is 45 minutes/day
x5 days/week x 1.5 weighting.) _____
- **Do** include the co-teaching model when both teachers share instructional responsibility (planning, implementation and facilitation of instruction) and accountability (assessment and/or grading) for a single group of students for whom they both have equal ownership.
 - **Do not** include time that you push-in to classes (often referred to as collaborative classes). Examples include providing support to a small number of students with the primary responsibility of scaffolding core instruction for them. This would be considered part of the student's specially designed instruction, which is captured in item 2.
6. How many students on your roster will have a 3-year reevaluation this school year? _____
_____ x 0.25
- 7a. How many students have mild behavior needs identified in the FBA/BIP? _____
Mild Need: Behaviors of concern include minimal or no disruption, no destruction, not dangerous to others or self (e.g., work completion, slow to start work). _____ x 0.5
- 7b. How many students have moderate behavior needs identified in the FBA/BIP? _____
Moderate Need: Behaviors of concern include moderately disruptive, mild to moderate destruction of property, and/or interfering with functioning/peer relationships/and or academic achievement, not dangerous to self or others (e.g., minimal supports to maintain infrequent aggressive behavior) and/or moderate to long history, significantly disruptive, significantly interfering with functioning/peer relationships). If significantly off-task or some destruction, then it is at least moderate. _____ x 1.0
- 7c. How many students have high behavior needs identified in the FBA/BIP? _____
Severe Need: Behaviors of concern include significantly disruptive, significantly interfering with functioning/peer relationships and/or academic achievement, significantly destructive to property, and/or dangerous to self or others (e.g., passive work refusal throughout the school day, punching holes in the classroom wall repeatedly, self-injurious behavior, etc.) _____ x 2.0

8. With how many associates do you collaborate/direct the work of? _____
• **Do** count associates for whom you are the primary supervisor.
• **Do not** count associates for whom someone else is the primary supervisor.

9. How many students on your roster are on the Iowa Alternate Assessment? _____ x 0.5 _____

10. How many minutes **per month** of collaboration do you engage in (based on Page F of the IEP)? _____/900 _____
• **Do** include collaboration with parochial schools.
• **Do not** include co-teachers or associates as they are already addressed elsewhere.

11. For how many students are you collaborating with outside agencies? _____ x 0.25 _____
• **Do** include collaboration with agencies such as Iowa Vocational Rehabilitation.
• **Do not** include collaboration with AEA.

Total _____

Note: The Director of Learning Supports/and or building principal may consider extenuating circumstances that may not be reflected in the aforementioned caseload determination categories (i.e. student homebound instruction for health related reasons).

CASELOAD RESOLUTION PROCEDURES

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

- 1) A special education teacher shall request and shall be granted a meeting with the Director of Learning Supports/designee to discuss caseload. Such meetings shall be informal in nature and solution-focused. The Director/designee shall keep a record of the meeting date, teacher name, concerns, and possible revisions to caseload.
- 2) If the special education teacher feels further consideration is warranted, written notice of the concern shall be submitted to the Director of Learning Supports/designee within 5 working days following the informal conference. The written notice shall express the specific caseload concern and a suggested resolution of the concern.
- 3) The Director of Learning Supports/designee will convene a review committee within 5 working days to problem solve and listen to the concern from the referring teacher. This committee may include the Director of Learning Supports, the building principal, the special education teacher, AEA staff member, and others as designated. A written response explaining/outlining what action will be taken to resolve the concern shall be submitted to the special education teacher, building principal and Director of Learning Supports within 5 days after the meeting.
 - Prior to the scheduled meeting, relevant data shall be gathered as outlined in the Caseload Determination document contained in the District Special Education Service Delivery Plan. The teacher should also include his/her schedule. This data will be given to the Director of Learning Supports/designee at least one school day prior to the meeting.
 - During the meeting, the review committee will consider available resources, scheduling possibilities, and the provision or request for additional supports. Corrective actions considered may include but are not limited to: realigning students, reviewing assignment of associates, reorganizing teacher resources, or prioritizing collaboration efforts to improve the delivery of service to all special education students.
- 4) If the special education teacher feels the concern remains unresolved, he/she may submit a written appeal to the superintendent within 5 working days. The superintendent will respond to any requests within 5 working days. A written response shall be provided to all parties involved.

Note: 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 FAPE in the LRE to the eligible individuals it serves.

PROGRAM EFFECTIVENESS

The district will examine their State Performance Plan/Annual Progress 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 Area Education Agency to meet reporting requirements.

MEETING STATE PERFORMANCE PLAN

“The district will examine their SPP/APR data, in addition to monitoring students’ progress on their individual IEP goals, to determine priorities and develop an action plan. If the district meets SPP/APR 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.”

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 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 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 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.