

**District Developed
Special Education
Service Delivery Plan**

May 2009

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 an Area Education Agency representative.

Members:

Parents:

- Beth Adams
- Kyla Alba
- Shannon Stafford

Special Education Teachers

- Preschool – Tracy Frush
- Elementary – Dawn Bonsall
- Jr. High – Jenny Ross
- High School - Mike Bond

General Education Teachers

- Preschool – Rob Hart
- Elementary – Casey Moran
- Jr. High – Kelsey Goodrich
- High School – Jennifer Misbach

Administrators

- Central Office – Lynn Schultz
- Central Office – Ron Diimig
- Elementary – Doreen Knuth
- Jr. High – David Schweitzer
- High School – Todd Barnett

Area Education Agency Representative

- Phil Bruner

Dates of Board Action

- March 24, 2009

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

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 teacher and monitoring the student's progress according to the IEP.

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 teacher. The general education teacher is responsible for direct instruction, testing, grading and behavioral management as in the IEP. The special education teacher support may include assisting the general education teacher with the design and preparation of teacher 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 setting or Regular Early Childhood Program. The special education teacher, support service provider, or trained paraprofessional will be in the general education classroom to provide direct instruction, instructional support, or other assistance to the student or a 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 special education support for the general education curriculum outside the general education setting or Regular Early Childhood Program. When the services cannot be appropriately provided in the general education setting, the student may receive selected services or all services he/she needs in a separate educational setting or Early Childhood Special Education Program (including, but not limited to special classes, special schools, home instruction, and instruction in hospitals and institutions). The special education teacher/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.

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

The district shall monitor and evaluate caseload data on a quarterly basis to generate norms for individual buildings. Building norms should be based upon the numbers generated at the end of the third quarter from the previous academic year. The same standard shall be used to assign certified and non-certified special education staff according to the design of the individual building plan.

Preschool caseloads will take into account the type and intensity of services either direct or by Least Restrictive Environment (LRE) monitoring. These caseloads will be reviewed quarterly as needed. The district is targeting average teacher caseloads of 1 to 15 at the elementary level; 1 to 18 at the middle school; and 1 to 25 at the high school level. Adjusted allocations will be available for buildings with designated level 3 programs. Principals will be responsible for determining duties and responsibilities of both teachers and associates based on student's needs.

When implementing specific caseloads and duties of licensed and associate staff the building principal shall take into account grade levels served, number of students per teacher, severity of student needs (weighted index), availability of non-certified staff, time needed for collaboration, amount of direct instructional contact time with students, amount of time required in supervision of associates, and availability of Area Education Agency (AEA) support services or other consultative resources.

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

A teacher with a caseload concern shall first bring the matter informally to the attention of his/her building principal. If an informal review does not address the teacher's caseload concern, the teacher shall bring the matter in writing to the attention of the building principal. The teacher requesting the review is responsible for gathering relevant information to support their request. This information might include, but is not limited to:

- Individualized Education Plans
- Schedule and instructional groupings
- Collaborative and co-teaching assignments

Within 30 calendar days of receipt of the concern, the building principal shall review the caseload of the presenting teacher in comparison to other caseloads in the building and in light of the service requirements of individual student Individualized Education Plans. The building principal shall consult with Student Services and the AEA Administrator assigned to the building. The essential decision shall focus on the ability of the presenting teacher to deliver the services required by the Individualized Education Plan. The principal, in conjunction with the Regional Administrator and the Supervisor of Student Services, shall consider whether or not a problem actually exists. If there is a decision that caseload prevents the presenting teacher from providing required services, the following kinds of solutions shall be examined.

- Reallocation of students among existing special education teachers in the building.
- Redistribution of special education teacher associates in the building.
- Review and consideration of any or all non-I.E.P services.
- Review roles of AEA support staff relative to program support and consultation.
- Review of goals and objectives on caseload IEP's to determine progress towards reintegration to the general education environment. (If changes in Individualized Education Plan services are contemplated. The Individualized Education Plan team shall be reconvened.)

If a decision is made that building level resources cannot resolve the presenting caseload issue, Student Services after consulting with the building principal and AEA Administrator shall contact the district personnel office. Student Services and Personnel shall render a joint decision regarding the allocation of additional resources and the timeline for allocating those resources.

No later than at the conclusion of 30 calendar days of the receipt of the concern, the building principal shall communicate to the presenting teacher the caseload review decision.

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 (SPP) / Annual Progress Report (APR) data 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 Area Education Agency (AEA).

All buildings in the Council Bluffs Community School District shall use Special Education Building Plans to address the provision of accommodations and modifications to the general education environment and program in the areas of curriculum, instructional techniques and strategies, and instructional materials as well as the delivery of special education services across the required continuum. Additionally, each Special Education Building Plan is to be aligned with district general education building improvement and professional development plans, particularly in the areas of math, science, and reading achievement. Buildings will incorporate SPP / APR data in their site based planning.

