

## District Developed Special Education Service Delivery Plan IKM-Manning Community School Districts

The Iowa Administrative Rules of Special Education require each school district to develop a plan for the delivery of special education services. Districts must make the plan available for public comment. If you have comments that you wish to be considered before this plan is finalized, please submit those comments to:

Dr. Tom Ward [tward@ikm-manning.k12.ia.us](mailto:tward@ikm-manning.k12.ia.us)

Comments must be received by September 1, 2013

### Plan

1. What was the process 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.

2. How will services be organized and provided to eligible individuals?

**Consulting Teacher Services:** Consulting teacher services are defined as indirect services provided by a certified special education teacher to a general education teacher and or a teacher associate. Teacher consultation and indirect services include 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 disability receiving instruction in the general education classroom. Teacher associate or paraprofessional consultation and indirect services include being present in the general education or special education classroom to provide instruction, instructional support, or other assistance, accommodations and/or modifications to a student or a group of students.

**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. 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 have a strong research base.

**Collaborative Services:** Collaborative services are defined as direct specially designed instruction provided to an individual student with a disability or to a group of students with disabilities by a certified special education teacher 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.

**Pull-Out Services:** Pull-Out 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 supplementary 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. Pull-out services supplement the instruction provided in the general education classroom through Consulting Teacher services or Collaborative/Co-teaching services. The specially designed instruction provided in Pull-out settings does **not** supplant the instruction provided in the general education classroom.

**Special Class:** Special Class 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 separate from non-disabled peers.

#### Preschool Addendum

**Regular Early Childhood Program with Teacher holding Dual Endorsements (i.e. Ed 100).** The child is served in the regular early childhood classroom with a teacher who holds a valid practitioner's license issued by the Board of Educational Examiners that includes prekindergarten and early childhood special education. 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.

#### **Preschool Program Standards**

The Iowa Department of Education has defined Preschool Standards as the following:

- 1.) Iowa Quality Preschool Program Standards (QPPS); or
- 2.) Iowa Early Learning Standards.

#### **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 3-21

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

**K-12:**

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 along with their building principal and/or special education coordinator.

In determining special education teacher caseloads, the IKM Community School District will use the following values to assign points to the caseloads of each teacher in the district.

A teacher may be assigned a caseload with no more than 35 total points.

Preschool caseloads will not exceed 20 students per class and will maintain a teacher student ration of 1:10.

**1 point:** Each IEP for which the teacher is responsible for IEP writing, IEP meetings, progress monitoring and reporting to parents.

**.25 point:** Each student provided supplemental instruction only. i.e. reteaching, probes,

**1 point:** Each student provided up to two hours per day of direct planned instruction by the SPED teacher within the SPED setting\

**1.25 points:** Each student provided between two to five hours per day of direct planned instruction by the SPED teacher within the SPED setting

**1.5 points:** Each student provided more than five hours per day of direct planned instruction by the SPED teacher within the SPED setting

**0.25 points:** Each student who will have a three-year re-evaluation plan written during the current year

**0.25 points:** Each student who will have a transition plan written during the current year

**1 point:** Each student for whom the teacher plans and supervises work experience

**1 point:** Each subject and general education teacher with whom the special education teacher co-teaches.

**1 point:** Each student who is dependent on an adult for physical needs

**1 point:** Each student who has a behavior intervention plan (BIP)

**1 point:** Each paraprofessional with whom the special education teacher collaborates

**1 point:** Each student served off-site (e.g., hospital, homebound, general education preschool, etc.)

**1 point:** Each student that requires alternate assessment.

### **Preschool (Ages 3-5):**

The district-sponsored preschool program adheres to the Quality Preschool Program Standards (QPPS) teacher child ratios. Table 4 in the 2005 QPPS standards document outlines the appropriate group sizes and teacher/para-professional to child ratios. Additional staff are added beyond these ratios to meet student needs as outlined in IEPs. A teacher may be assigned a caseload with no more than 5-10 students and 35 total points OR 10-15 students and 25 total points OR 15-20 students and 10 total points. This caseload limit may be exceeded by no more than 10%, for a period of no more than six weeks, if doing so does not prevent the affected teacher's ability to provide the services and supports specified in his or her students' IEPs.

#### **Adaptive Communication Skills:**

**0 Points:** Student is functioning in the general education curriculum at a level similar to peers. No accommodations or modifications.

**1 Point:** Student requires accommodations to the general curriculum; student can communicate needs with limited special education support.

**2 Points:** Student requires adaptations and modifications to communicate needs (PECS, Visual Schedule, Social Stories, Behavior Plans, Reinforcement Systems).

**3 Points:** Significant adaptation to grade level curriculum requires specialized instructional strategies and materials with 1:1 support for the majority of the day.

#### **IEP Goals:**

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

**1 Point:** Student is served for 1-2 goals under special education instruction and the special educator progress monitors the goals.

**2 Points:** Student is served for 3 goals under special education instruction and the special educator progress monitors the goals.

**3 Points:** Student is served for 4 or more goals under special education instruction and the special educator progress monitors the goals.

#### **Academic Instruction:**

**0 Points:** Can participate in class with limited accommodations.

**1 Point:** Requires limited specially designed instruction in a small group or 1:1 setting, and limited curriculum modifications.

**2 Points:** Requires specially designed instruction in a small group or 1:1 setting, with modified curriculum.

**3 Points:** Requires significant specially designed instruction in a small group or 1:1 setting, with modified setting, curriculum, materials and assistive technology.

**Special Considerations:** Include academic and/or behavior support (FBA and/or BIP, Special Training, Safety Plan, Paraeducator support, Health Plan/Services, Assistive Technology, Physical Support, NIMAS/Braille, Deaf/Blind, Linkages/Community Agencies, Outside Medical, Special Team Involvement, Hospital/Homebound Placement, Toileting, Eating, Dressing)

**0 Points:** Student requires no special considerations

**1 Point:** Student has 1 special consideration

**2 Points:** Student has 2 special considerations

**3 Points:** Student has 3 special considerations

**4 Points:** Student has 4 special considerations

**5 Points:** Student has 5 or more special considerations

**Joint Planning and Consultation:**

**0 Points:** Joint planning typical for that provided for all students.

**1 Point:** Special education teachers engage and log joint planning for up to 1 hour per month with support staff and/or paraeducators to support involvement and progress in the general education curriculum.

**2 Points:** Special education teachers engage and log joint planning for 1-2 hours per month with support staff and/or paraeducators to support involvement and progress in the general education curriculum.

**3 Points:** Special education teachers engage and log joint planning for more than 2 hours per month with support staff and/or paraeducators to support involvement and progress in the general education curriculum.

**\*Support staff may include:** AEA, transportation, nurse, specials teachers, counselor, mental health personnel, medical personnel.

**Extra:**

**1 Point:** Each preschool IEP in programs without an endorsed ECSE teacher

**Five Points:** Traveling between buildings

4. What procedures will a special education teacher use to resolve 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 April 1 to plan for the following school year.

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 address the request and provide a resolution to the teacher within 5 working days.

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 SPP/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 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 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.