



# **Special Education Service Delivery Plan**

**A system for delivering instructional services including a full continuum of services and placements to address the needs of eligible individuals ages 3 to 21**

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## **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.

On Tuesday, October 4, 2011, the Des Moines Board of Education approved the committee members and the process to review the Special Education Service Delivery Plan for Des Moines Independent Community Schools which was originally developed in September, 2009. The Special Education Service Delivery Plan was approved by the Heartland Area Education Agency on October 31, 2011 and by the Des Moines Board of Education on November 1, 2011. The approved Service Delivery Plan will be inserted into the Comprehensive School Improvement Plan (CSIP).

### **Overview of steps in completing this Service Delivery Plan:**

- Step 1: The district school board approves the development of the Service Delivery Plan and individuals on the development committee.
- Step 2: The committee develops the plan.
- Step 3: The plan is available for public comment.
- Step 4: The committee considers public comments.
- Step 5: The AEA Special Education Director verifies plan compliance.
- Step 6: The district school board approves the plan prior to adoption.
- Step 7: The plan is included in the designated area of the CSIP.
- Step 8: The plan is reviewed in connection with the 5-year accreditation cycle or earlier if required by determination given by the state.

## **Committee Members**

### District Administrators

Shelly Bosovich	Executive Director, Student & Family Services
Doug Calaway	Principal
Kathie Clausen	Vice Principal
Susan Geels	Special Education Supervisor
Susan Hope	Special Education Supervisor
Lynne Hoyt	Special Education Supervisor
Barry Jones	Principal

### Parents

Denise Bissett  
Judith Chamberlain  
Susan Gills  
Jan Mackey  
Melissa Martin  
Clint Martin  
Darcy Mettler  
Rebecca Pinero  
Traci Truitt

### Special Education and General Education Teachers

Boston Frielinger  
Kelly Jo Hotchkiss  
Amy Jacobson  
Laurie Kolstead  
Michelle LeBlanc  
Lynda O'Meara  
Marjorie Proffitt  
Alicia Washburn  
Gina West

### Heartland AEA 11 Representative

Mike Szymczuk

## **How will service be organized and provided to eligible individuals ages 3-5?**

### **Ages 3-5 Definitions**

Des Moines Public Schools 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

Des Moines Public 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).

Des Moines Public 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 – 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. 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 3-5.

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

### **Preschool Program Standards**

Des Moines Public Schools will provide a full continuum of placements by providing instructional services to eligible preschool children while adhering to the following program standards:

1. Iowa Quality Preschool Performance (QPPS); **OR**
2. National Association for the Education of Young Children (NAEYC) Accreditation

The regular early childhood program and early childhood special education program will meet the criteria of the Preschool Program Standard being implemented regarding maximum class size and teacher-child ratios.

As of the writing of this plan, the Des Moines Public Schools follows the Iowa Quality Preschool Performance (QPPS) standards.

### **Caseload Determination**

#### **Iowa Quality Preschool Performance (QPPS)**

*(See caseload in QPPS Implementation Guide – Section III, Page 53)*

#### **National Association for the Education of Young Children (NAEYC)**

*(Same caseload guidelines as QPPS)*

## **How will service be organized and provided to eligible individuals kindergarten – age 21?**

**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. 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.

**Supplementary Services in General Education:** Supplementary services in the general education setting 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.

**Supplementary Services in Special Education:** Supplementary services in special education 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. These 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 this setting 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.



**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.

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

### **Kindergarten – Age 21**

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 their building principal and/or district special education director or designee. Caseloads may also be revised by request of teacher, parent or administrator

In determining individual teacher caseloads, the 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 25-45 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.

### Caseload Determination Worksheet

How many IEP students are on the roster? \_\_\_\_\_x1 \_\_\_\_\_

2. Identify each of the students in a category below. (Minutes should 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 of direct instruction \_\_\_\_\_x 1 \_\_\_\_\_

b. Between 2 and 5 hours per day of direct instruction \_\_\_\_\_x 1.25 \_\_\_\_\_

c. More than 5 hours per day of direct instruction \_\_\_\_\_x 1.50 \_\_\_\_\_

3. How many students on this roster will have a 3-year reevaluation this school year? \_\_\_\_\_x 0.25 \_\_\_\_\_

4. For how many roster students will the teacher be planning and supervising work experience? (secondary only) \_\_\_\_\_x 1 \_\_\_\_\_

5. For how many periods does the teacher co-teach? \_\_\_\_\_x 1 \_\_\_\_\_  
 (True co-teaching is when both teachers share all instructional responsibility and accountability for a single group of students for whom they both have equal ownership.)

6. How many students are on a Behavior Intervention Plan? \_\_\_\_\_x 1 \_\_\_\_\_

7. How many associates does the teacher supervise? \_\_\_\_\_x 1 \_\_\_\_\_

8. How many students are served off-site? (e.g. homebound, long-term suspension, in general education preschools, etc.) \_\_\_\_\_x 1 \_\_\_\_\_

9. How many students are on Iowa Alternative Assessment? \_\_\_\_\_x 0.50 \_\_\_\_\_

10. How many students have 3 or more of the following support services: speech, OT, PT, assistive technology, hearing itinerant, vision itinerant, Medicaid billable services? \_\_\_\_\_x 0.25 \_\_\_\_\_

**TOTAL** \_\_\_\_\_

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

### **Resolution Procedures**

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

1. Teacher shall request and shall be granted a meeting with the building principal discuss caseload. Such meetings shall be informal in nature and solution-focused. The principal shall keep a record of the meeting date, teacher name, concerns, and possible revisions to caseload.
2. If the teacher 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 ten working days to listen to the concern from the referring teacher and to problem solve. This committee will include the building principal and the special education teacher and *may* include a special education colleague within the building, a special education consultant, and others, as helpful. Prior to the 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 one school day prior to the meeting. During the meeting, the review committee will consider available resources and scheduling possibilities. Corrective actions considered may include: realigning students, reviewing assignment of associates, reorganizing teacher resources, or prioritizing collaboration efforts to improve the delivery of special education service to all special education students. Within five working days after the meeting the principal shall submit a written response (resolution) to the teacher and to the director of special education.
4. If dissatisfied with the response in Step 3, the teacher has five working days after receiving the written response to submit a written appeal to the director of special education. The written appeal should clearly state the concern, the proposed resolution(s) suggested by the review committee and all of the “relevant data” that was gathered prior to the review committee meeting.
5. Within ten working days after receiving the appeal, the director of special education or designee shall convene a meeting with the teacher and principal to discuss the concern. The director of special education shall then submit a written response to the teacher as well as provide a copy of the response to the principal and regional associate superintendent.

6. If dissatisfied with the response from the director of special education, the teacher may provide a written appeal to the regional associate superintendent. This written appeal should occur within five working days of receiving the response from the director of special education. The regional associate superintendent will make the final decision within five working days. A written response shall be provided for all parties involved.

**Notes:**

A district 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 director of special education. As a general rule, “good cause” will not satisfy 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.

**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

# Special Education Service Delivery Plan

## 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 ages 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 ages 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 this 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 for at least 14 days
- The district assures this delivery system 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 district Special Education Director).
- The district assures the school board has approved the service delivery plan for implementation.