

Johnston Community Schools

# 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?

## Iowa Administrative Code Rule 41.408 (2) “c”

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 Monday, May 4, 2009, the Johnston Board of Education approved committee members to complete a Special Education Service Delivery Plan for Johnston Community Schools. In the state of Iowa, all districts are required to develop a plan by September 15, 2009. The approved Service Delivery Plan must be inserted into the Comprehensive School Improvement Plan (CSIP) by September 15, 2009.

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

- Step 1:** The district school board approves the development of Service Delivery Plan and individuals on development committee, May 4, 2009.
- Step 2:** The committee developed the plan, May 18, 2009.
- Step 3:** The plan is available for public comment, May 25-June 15, 2009.
- 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.

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## **Committee Members**

### **District Administrators**

Kevin Blackburn, Associate Principal, Summit Middle School  
Brian Carico, Principal 8/9 Middle School  
Angela Hunt, District Outreach Facilitator  
Jana Jongewaard, Early Childhood Coordinator  
Vickie McCool, Director of Special Education  
Suzie Pearson, Principal Wallace Elementary

### **Parents**

Annette Boldridge, Elementary Parent  
Becky Curry, ECSE Parent  
Karen Henderson, Summit Parent  
Karen Honold, Summit and High School Parent  
Kathleen Menke, Elementary Parent

### **Special Education Staff**

Deb Bjurstrom, 8/9 Middle School  
Mackenzie Fink, 8/9 Middle School  
Josh Greenlee, Summit Middle School  
Pat Rodda, Beaver Creek Elementary  
Darci Thompson, Summit Middle School  
Jill Versteeg, High School

### **General Education Staff**

Lisa Boge, 8/9 Middle School  
Lowell DeVries, Youth Homes of Mid America  
Martha Shoemaker, Preschool Teacher  
Brian Vaughan, Beaver Creek Elementary  
Jessica Webb, High School

### **Area Education Association (AEA) Representatives**

Rachelle Dawson, Partnership Director  
Vicki Stumme, Program Assistant for Special Education

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

## Ages 3-5 Definitions

Johnston Community 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

## Access to Continuum

Johnston 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).

Johnston Community Schools will examine the preschool services annually to determine the availability of regular early childhood programs within the district.

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## 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:** Pre-kindergarten 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- Pre-kindergarten
  - 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

**Notes:**

Students may receive different services at multiple points along the continuum based on their 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.

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

## **Preschool Program Standards**

Johnston Community 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);
2. Head Start Program Performance Standards; or
3. 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.

## **Caseload Determination**

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

*(Please refer to QPPS Addendum)*

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

## 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 skill needs of students in the general education classroom. These services may incorporate several different approaches: 1) One Teach, One Observe; 2) One Teacher, One Assist; 3) Station Teaching; 4) Parallel Teaching; 5) Alternative Teaching; and 6) Teaming. (Please refer to the Co-Teaching Addendum for additional information)

### **Supplementary Services in the General Education Environment:**

Supplementary Services in the General Education Environment 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 the Special Education Environment:**

Supplementary Services in the Special Education Environment 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 to an individual or small group setting for a portion of the day and supplement the instruction provided in the general education classroom through Consulting Teacher services or Collaborative/Co-teaching services. The specially designed instruction provided in these settings is in addition to the instruction provided in the general education classroom.

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**Special Class Services:** 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, through extended benchmarks, 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 their 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 kindergarten – age 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.

In determining teacher caseloads, the Johnston 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.



**Caseload Determination Worksheet**

- 1. How many IEP students are on the roster? \_\_\_\_\_
  
- 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 of direct instruction \_\_\_\_\_ x 1.00 \_\_\_\_\_
  - b. Between 2 and 5 hours of direct instruction \_\_\_\_\_ x 1.25 \_\_\_\_\_
  - c. More than 5 hours of direction instruction \_\_\_\_\_ x 1.50 \_\_\_\_\_
  
- 3. How many students on the 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) \_\_\_\_\_
  
- 5. With how many teachers (classes) do you co-teach? \_\_\_\_\_ x 1  
(True co-teaching is when both teachers share instructional responsibility and accountability for a single group of students for whom they both have equal ownership.) \_\_\_\_\_
  
- 6. When working with 3 grade levels = 1.00 \_\_\_\_\_
  
- 7. When working with 4 grade levels = 2.00 \_\_\_\_\_
  
- 8. When working with 5 grade levels = 3.00 \_\_\_\_\_
  
- 9. How many students are on a Behavior Intervention Plan (BIP)? \_\_\_\_\_
  
- 10. With how many associates does the teacher collaborate? \_\_\_\_\_
  
- 11. How many students are served off-site? (e.g. home-bound, long-term suspension, in general education preschools, etc.) \_\_\_\_\_
  
- 12. How many students are on Iowa Alternative Assessment? \_\_\_\_\_ x 0.50 \_\_\_\_\_
  
- 13. How many students have three 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) A special education teacher with a concern about caseload will notify a building administrator in writing.
- 2) The building principal will call together a review committee within 5 working days to problem solve and listen to the concern from the referring teacher. This committee may include the building administrator, a special education teacher, AEA staff member, and others designated.
- 3) Prior to the scheduled meeting, relevant data shall be gathered as outlined in the Caseload Determination document contained in the District Developed Special Education Plan. The teacher should also include his/her schedule. This data will be given to the building administrator at least 1 school day prior to the meeting.
- 4) 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 service to all special education students.
- 5) Notice of action will be the responsibility of the building administrator. The review committee develops a written recommendation and the recommendation is forwarded to the teacher within 10 working days of the review committee.
- 6) If a special education teacher's concern is not resolved, then the building administrator will notify the Director of Special Education, in writing, within 5 working days of the concern. Another 5 day working period will be allowed from the written notice. The same decision may be made or an alternative corrective action may be taken. The Director of Human Services will make the final decision. This decision will be communicated in writing to the parties involved.

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**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.

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?

#### **State Performance Plan Targets and Service Delivery Plan Effectiveness**

At least once per year, district administrators and staff will examine their special education district profile to review the district's data relative to progress indicators outlined in Iowa's State Performance Plan (SPP) for special education. District administrators will also examine the district's Annual Progress Report (APR) each year to review achievement data as it pertains to students with IEPs in the district. These data will be used to determine needs and priorities and to develop an action plan for special education instructional services when necessary.

If the district meets or exceeds APR goals and target goals outlined in our state performance plan for special education, the delivery system will be considered effective.

If the district does not meet APR goals or SPP target goals, district staff will work in collaboration with Area Education Agency (AEA) and the State staff to develop an action plan designed to promote progress toward these goals.

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# 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 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.



## Co-Teaching Addendum

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The Iowa Department of Education advocates Marilyn Friend's co-teaching guidelines. Co-teaching involves two or more certified professionals who contract to share instructional responsibility for a single group of students primarily in a single classroom or workspace for specific content or objectives with mutual ownership, pooled resources and joint accountability. (Friend & Cook, 2000) There are six approaches to a co-teaching model: one teach, one observe; one teach, one assist; parallel teaching; station teaching; alternative teaching; and team teaching. Each of these approaches may be used in a co-teaching partnership and are most effective when the selection of approach is based on student characteristics and need, teacher characteristics and need, curriculum content and strategies, and pragmatic considerations. The following descriptions and percentages serve as a guide in the amount of time spent in each approach.

**5% One Teach, One Observe.** One of the advantages in co-teaching is that more detailed observation of students engaged in the learning process can occur. With this approach, for example, co-teachers can decide in advance what types of specific observational information to gather during instruction and can agree on a system for gathering the data. Afterward, the teachers should analyze the information together.

**5% One Teach, One Assist.** In a second approach to co-teaching, one person would keep primary responsibility for teaching while the other professional circulated through the room providing unobtrusive assistance to students as needed.

**20% Parallel Teaching.** On occasion, student learning would be greatly facilitated if they just had more supervision by the teacher or more opportunity to respond. In parallel teaching, the teachers are both covering the same information, but they divide the class into two groups and teach simultaneously.

**30% Station Teaching.** In this co-teaching approach, teachers divide content and students. Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group. If appropriate, a third station could give students an opportunity to work independently.

**20% Alternative Teaching.** In most class groups, occasions arise in which several students need specialized attention. In alternative teaching, one teacher takes responsibility for the large group while the other works with a smaller group.

**20% Team Teaching.** In team teaching, both teachers are delivering the same instruction at the same time. Some teachers refer to this as having one brain in two bodies. Others call it tag team teaching. Most co-teachers consider this approach the most complex but satisfying way to co-teach, but the approach that is most dependent on teachers' styles.

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### **100% Co-Teaching Partnership**

This model will be reviewed and professional development provided every four years.

