

MONTEZUMA COMMUNITY SCHOOL DISTRICT

**SPECIAL EDUCATION INSTRUCTIONAL SERVICES DELIVERY
SYSTEM**

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, administration and at least one representative of the AEA.

Special Education Committee Members

<u>Members Name</u>	<u>Position</u>	<u>Role</u>
Darin Jones	Principal	Elementary
Brian Moretz	Principal	JH/HS
Wendy Geiger	Special Education	Elementary
Amy VerMeer	Special Education	Elementary
Shannon Arment	Special Education – EC	Elementary
Tom Behounek	Special Education	JH/HS
Kelsie Sheets	Special Education	JH/HS
Carrie Lowry	General Education	Elementary
Marcy James	General Education	Elementary
Jo Little	Community Member	Parent of Eligible Student
Jennifer Cline	AEA Team Rep.	AEA
Karen Aldrich	AEA 267 Coordinator/ Appointed by the AEA Director of Special Education.	AEA

Board Actions:

Montezuma Community Schools Board of Directors gave final approval of the delivery plan at the XXXX board meeting.

Community Comments Statement:

District Developed 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 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 that prior to the school board adoption, the District Developed Service Delivery Plan (DDSDP) was available for comment by the general public.
- The district assures DDSDP 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 DDSDP for implementation.

How will services be organized and provided to eligible individuals?

Regular Education Early Childhood Program: Services are defined as occurring in the general education classroom. The teacher holds a license issued by the Board of Educational Examiners that includes pre-kindergarten and early childhood special education. The teacher is responsible for direct instruction, preparation of materials, adaptation 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.

Regular Early Childhood Program Monitored by a Licensed Early Childhood Special Education Program: Services are defined as occurring in the general education classroom. The classroom teacher holds a license for pre-kindergarten. The general education teacher is responsible for classroom instruction and implementation of adaptations and accommodations as specified in the IEP. The licensed Early Childhood Special Education staff is responsible for monitoring the implementation of services described in each IEP and monitoring student progress relative to the goals of the IEP.

K-12 Collaborative Services: Collaborative services are defined as a 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 setting to aid the student(s) in accessing the general education content area instruction. These services are provided simultaneously with the general education content area instruction.

K-12 Consulting 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 needs of a student with a disability receiving instruction in the general education classroom.

K-12 Pull-out Supplemental Instruction: Pull-out and supplemental instruction is defined as specially designed instruction provided to an individual student with a disability or a group of students with disabilities by a certified special education teacher in a special education setting. Pull-out instructional services are designed to supplement instruction provided in the general education classroom through previously described consulting teacher model, and collaborative model of service delivery. Supplemental instruction provided in a pull-out setting does not supplant the instruction provided in the general education classroom.

K-12 Special Class: Special class services are defined as direct specially designed instruction provided to an individual student with 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 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 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 of services includes services for eligible individuals ages 3-21.
- The district will implement the Quality Preschool Program Standards in settings where 3-5 year old children with IEPs are served.

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

Special Education caseloads will be reviewed at least 3 times per year. The roster evaluation will occur at the following times of year:

- Beginning of the school year. (August/September)
- End of 1st semester. (December/January)
- During the end of the year (April/May to set class lists for the upcoming year)

Meetings determining the caseloads of our special education teachers will consist of at a minimum all building administrators, AEA 267 team representatives, and district special education teachers.

In determining teacher caseloads, Montezuma Community School District will assign points to the services of each eligible student receiving an instructional program in the district. The point system shall only serve as a guideline for review and comparison of special education rosters.

Teacher rosters should not exceed 110-115 points total without review and consideration, which may include possible solutions ranging from a redistribution of current resources to the addition of support personnel. A roster may exceed 110-115 points by no more than 20% for a period of time of no more than six weeks, if doing so does not prevent the affected teacher's ability to provide all supports for enrolled students.

The caseloads of special education teacher will be determined based upon the Caseload Determination Checklist. The rubric is on the last page of the document.

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

Resolution of Concerns: When a teacher has a concern the following procedure regarding the allocation of services will take place:

1. A written description of the concern from the special education teacher is provided to the building principal.
2. The principal will review relevant information generated by the teacher describing the caseload. Relevant information shall include:
 - Number of IEPs
 - Teacher's schedule and instructional groupings
 - Collaboration assignments
 - Number of buildings the teacher is assigned. (Building grade levels: K-6 and 7-12)
 - Updated point totals as evaluated by Montezuma's point system. (See last page of document)
3. Within 10 working days of receiving a written request, the principal will develop a written recommendation, which will be forwarded to the superintendent for consideration. The recommendation will be returned to the teacher at that time as well.
4. The superintendent reviews the principal's recommendation and renders a decision, which, if appropriate, includes a description of the corrective action needed (e.g. a recommendation for additional personnel, reassignment or realignment of other duties or responsibilities).

If the team is unable to reach consensus regarding the allocation of services, the building principal will serve as the mediator to resolve concerns. If unresolved, the district superintendent will be involved. If the concern is still unresolved, the AEA Director of Special Education and the district superintendent will be involved.

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?

In order to meet the annual goals of the State Performance Plan and the Annual Progress Report, Montezuma will evaluate the student, building and district outcomes in the following manner:

Individual:

Individual student progress on IEP goals will be reviewed and discussed on a regular and on-going basis (every 4 weeks) by the special education and general education teacher(s) along with the AEA consultant/specialist and school administrator as appropriate. The purpose of this review is to determine if adequate progress is being made, if any adjustment in instruction is needed, or if other targeted or intensive interventions through RtI or special education are indicated. (Note: Changes in goals, proficiency criteria, or LRE must occur through an IEP team meeting.)

District and School Level Review:

At least once per year, district administrators will examine their special education district profile to review the district's data relative to progress indicators outlined in the state performance plan (SPP) for special education. District Administrators will also examine the district's annual progress report each year to review achievement data as it pertains to students with IEPs in the district. The data will be used to determine priorities and develop and action plans 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 AEA 267 staff to develop an action plan designed to promote progress towards these goals.