



**Pleasant Valley
Community
School District**

***SPECIAL EDUCATION
INSTRUCTIONAL SERVICE
DELIVERY PLAN***

Approved June 14, 2010

At its regular meeting on Monday, February 23, 2009, the Pleasant Valley Board of Education approved the motion to create a special education instructional service delivery plan and that the plan be developed by a committee comprised of the following individuals:

- Joni Dohmen – Parent
- Linda Heiselman – Parent
- Darcey Jaeschke – Parent
- Jenny Umland – General Education Teacher
- Jan Thomas – Counselor
- Debbie Claussen – General Education Teacher
- Karin Mullen – Special Education Teacher
- Jackie Wessels – Special Education Teacher
- Gina Meadows – Special Education Teacher
- Steven Cotton – Dean of Students
- Cyndy Behrer – Administrator
- Dale Simonson – AEA Representative
- Joan Marttila – AEA Representative

In accordance with the state's guidance for the development of the special education instructional service delivery plan, the appointed committee met to address a set of five questions and to provide district assurances to support the implementation and delivery of the plan.

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 at least one representative of the AEA.

Further, the committee met on the following dates:

- March 5, 2009
- March 12, 2009
- March 23, 2009

to address the prepared agenda items related to the development of the special education instructional service delivery plan.

Question 2

How will service be organized and provided to eligible individuals?

Continuum of Services

Pleasant Valley Community School District provides the full continuum of special education services and placement for eligible individuals from age 3-21, including preschool. As such, the district defines these services according to the following:

General education with consultation. The student is served in the general education classroom 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 Individual Education Plan (IEP).

General education with consultation/accommodations. The student is served in the general education classroom with consultation and support from the special education teacher. The general education teacher is responsible for direct instruction, testing, grading and behavioral management as specified in the IEP. The special education teacher support may include assisting the general education teacher with the design and preparation of materials, adaptations and accommodations. The service provider 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. 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 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. 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 (including, but not limited to special classes, special schools, home instruction, and instruction in hospitals and institutions). The service provider(s) 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.
- Early childhood services are provided in a regular early childhood program (less than 50% of the children with disabilities) supported by appropriately licensed early childhood regular and special education teachers. The district's early childhood program operates according to the Iowa Quality Preschool Program Standards (IQPPS), and those standards will be maintained regarding maximum class size and teacher-child ratios.

Question 3

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

Caseload Determination

Caseloads will be tentatively set in the spring for the subsequent school year. However, caseloads may be modified based upon summer registration and/or actual fall enrollment. Caseloads will be reviewed at least twice (on or about October 1 and January 15) during the school year by district special education teachers and their building principal and/or designee.

A “full” teacher caseload will be considered to be **45** total points. If a teacher’s caseload exceeds this number, the teacher and the principal and/or designee will meet to discuss whether the teacher is able to provide the services and supports specified in his/her students’ IEPs. If the teacher is able to do so, no further action is needed. If the teacher is unable to provide the services and supports specified, a plan of action will be developed. If the teacher is still not satisfied that the plan of action will meet the IEP requirements, the teacher may initiate the process for resolving caseload concerns described in this plan. *In addition, a teacher may request a meeting with the principal and/or designee to review his/her caseload at **any time** he/she is concerned about the current caseload compromising the ability to provide services as specified in the students’ IEPs.*

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

1. How many IEP students are on your roster? **1 point**
2. How many students are receiving specially designed instruction (as stated in the student’s IEP) in each category below?
 - a) Up to 2 hours per day **1 point**
 - b) Between 2 and 5 hours per day **1.25 points**
 - c) More than 5 hours per day **1.5 points**
3. With how many teachers do you co-teach (in addition to the delivery of instruction, co-teaching includes such support as joint planning and consultation)? **1 point**
4. With how many educational aides or other support personnel do you collaborate (building/AEA personnel) as specified in the IEP to monitor student progress or instruction? **1 point**
5. How many students on your roster will have a 3-year re-evaluation this year? **0.25 point**
6. How many students on your roster are dependent upon an adult for their physical needs? **1 point**
7. How many students have a Behavior Intervention Plan (BIP)? **1 point**
8. How many students utilize assistive technology requiring extensive teacher-provided individualization and/or training for the student? **1 point**
9. For how many students will you be planning and supervising their work experience? **1 point**
10. How many students do you serve off-site? (homebound instruction, Edison Academy, regular home visits, hospitalized, etc.) **0.25 point**

Caseload Determination Worksheet

1. How many IEP students are on your roster? _____
2. How many students are receiving specially designed instruction (as stated in the student's IEP) in each category below?
 - a) Up to 2 hours per day _____
 - b) Between 2 and 5 hours per day _____ x 1.25 _____
 - c) More than 5 hours per day _____ x 1.50 _____
3. With how many teachers do you co-teach (in addition to the delivery of instruction, co-teaching includes such support as joint planning and consultation)? _____
4. With how many educational aides or other support personnel do you collaborate (building/AEA personnel) as specified in the IEP to monitor student progress or instruction? _____
5. How many students on your roster will have a 3-year re-evaluation this year? _____ x .25 _____
6. How many students on your roster are dependent upon an adult for their physical needs? _____
7. How many students have a Behavior Intervention Plan (BIP)? _____
8. How many students utilize assistive technology requiring extensive teacher-provided individualization and/or training for the student? _____
9. For what number of students will you be planning and supervising their work experience? _____
10. How many students do you serve off-site? (homebound instruction, Edison Academy, regular home visits, hospitalized, etc.) _____ x .25 _____

TOTAL _____

Question 4

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

Resolving Caseload Concerns

Special education caseloads will be reviewed at least twice per year by the special education teacher and the building principal/designee according to the following:

- On/about October 1
- On/about January 15
- Upon teacher request

Upon review, and in accordance with the district's caseload determination, if there appears to be an overload, the teacher may request, and the building principal/designee will convene a meeting of the building's caseload review team.

Each building's caseload review team will be comprised of four teachers (two general education and two special education), the building administrator/designee, and an AEA representative. The individual requesting the review is responsible for gathering the relevant information to support their review. This information may include, but is not limited to, any of the following that best substantiates the concern:

- ❖ IEP roster
- ❖ Student schedules and/or instructional groupings
- ❖ Collaborative and/or co-teaching assignments
- ❖ Special student concerns

Based upon the information presented and the ensuing discussion, the caseload review team will make recommendations for addressing the presenting caseload concerns.

When a teacher makes a request for a caseload review, that request will be made in writing to the building principal/designee. Upon receipt of the request, the building principal/designee must convene the caseload review team within 10 working days. The recommendations of the team must be provided to the requesting teacher within 5 days after the meeting date. It is understood that some of the recommendations made by the team may require outside intervention and a longer timeline to enact.

Question 5

How will the delivery system for eligible individuals meet the targets identified in the state's performance plan and the Local Education Agency (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) and/or their annual progress report (APR) data to determine priorities and to develop any subsequent action plans. If the district meets the SPP/APR requirements, the delivery system will be considered effective. If the district does not meet those requirements, the district will work in collaboration with state and AEA officials to rectify the concerns.

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 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 that 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 instructional service delivery plan for implementation.