

Pleasantville Community School

Special Education Service Delivery Plan

January 17,
2013

A planning committee consisting of special education teachers, regular education teachers, administrators, parents of eligible students, and Heartland AEA representatives developed the Pleasantville Special Education Service Delivery Plan. On October 9, 2012, the Pleasantville Board of Education approved the planning committee membership and the plan development process. The planning committee met on September 13, 2012, to construct the process outline and procedures, followed by meetings on January 17, February 21 and March 12, 2013.

The "Continuum of Services," "Caseload Determination," and "Resolving Caseload Concerns" plans were developed. Special education staff, as a baseline for caseload plan development, provided current caseload data, and meetings were held with all special education staff to discuss the process.

The Special Education Service Delivery Plan was posted on the Pleasantville Community School Website from (Date Inserted Here) and public comment was invited.

The delivery system was developed in accordance with Iowa Administrative Code rule 41.408(2)"c." Committee membership includes:

Dena Burgett, Special Education Staff
Renee Collins, Special Education Staff
Amber Green, Special Education Staff
Cory Willis, Regular Education Staff
Teresa Amendt, Regular Education Staff
Hilary Bakker, Regular Education Staff
Chad Ripparger, Parent
Amy Morgan, Parent
Paul & Sarah Heywood, Parents
Bob Miller, Administrator
Gary Friday, Administrator
Kelley Harrison, Administrator
Carol Kuhn, Heartland AEA Special Ed Consultant
Dave Wood, Heartland AEA Special Ed Director

Continuum of Services

Core Plus – (Consultation, Co-teaching, and/or Collaborative Services)

- **Consultation:** The student is served in the general education classroom with minimal accommodations or modifications to the curriculum, instruction, testing or grading. The service provider is responsible for consulting with the general education teacher and monitoring the student's progress according to the IEP. The special education teacher may consult with a general education teacher regarding the adjustment of the learning environment and/or the modification of instructional methods using specially designed instructional strategies to meet the individual needs of a student with a disability receiving instruction in the general education classroom.
- **Co-Teaching:** The student or group of students (disabled and non disabled) is provided instruction with supports. The special education teacher provides services with the 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 has a strong research base.
- **Collaborative Services:** An individual student or group of students with disabilities are provided specially designed instruction 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.

Core + More – (Specially Designed Instruction)

- An individual student with a disability or a group of students with disabilities are provided direct, specially designed instruction 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. Supportive services supplement the core instruction provided in the general education classroom. The instruction provided in specially designed instruction core + more does not supplant the instruction provided in the general education classroom.

Extended Core – (Focused Services)

- An individual student with a disability or a group of students with disabilities receive direct, specially designed extended core instructional services by a certified special education teacher 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. This means the student is receiving his or her core instruction separate from nondisabled peers.

Alternate Setting Instruction

- An individual student with a disability or a group of students with disabilities receive direct, specially designed instruction 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 off campus (including, but not limited to special schools, home instruction, and instruction in hospitals and institutions). This means the student is receiving his or her core instruction separate from non-disabled peers.

Notes:

- The special education teacher/service provider (including, but not limited to speech, occupational therapy, physical therapy, itinerant vision, hearing) is responsible for consulting with the general education teacher and monitoring the student's progress according to the IEP.
- Students may receive different services at multiple points along the continuum based upon 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 through 21.

Pleasantville Community Schools Special Education Roster Rubric

	Curriculum Modifications	Specially Designed Instruction related to all goal areas regardless of setting	Support for School Personnel and LRE Efforts	Supplementary Aids & Services/Specialized Transportation
Zero Points	Student is functioning in the general curriculum at a level similar to peers.	Student requires no specially designed instruction.	Joint planning typical for that provided for all students.	Technology use, classroom assistance, and transportation are similar to peers.
One Point	Student is functioning in the general curriculum 1-2 years below peers, Or Student requires limited modifications to the general curriculum that allow for social skills instruction, Or Student has academic or behavioral goals in 1 or 2 goal areas.	Specially designed instruction regardless of setting that is designed by and/or delivered by special education personnel for less than 55% of the school day. Could include teaching, co-teaching, and collaborative instruction.	Special education teachers engage in joint planning for 1 hour or less per month with general education teachers and/or Para-educators to support involvement and progress in the general education curriculum, Or Special education teachers conduct joint planning with 1 general education teacher or Para-educator over the course of each month.	Assistive technology requires limited individualization and/or training for the student, Or Additional individual support from an adult is needed for 55% or less of the school day, Or Transportation needs require a special route.
Two Points	Student is functioning in the general curriculum 3 or more years below peers, Or Student requires significant modifications to the general curriculum to allow for extensive social skills instruction, Or Student has academic or behavioral goals in 3 or more goal areas.	Specially designed instruction regardless of setting that is designed by and/or delivered by special education personnel for 56% to 85% of the school day. Could include teaching, co-teaching, and collaborative instruction.	Special education teachers engage in joint planning for 1 to 2 hours per month with general education teachers and/or Para-educators to support involvement and progress in the general education curriculum, Or Special education teachers conduct joint planning with 2 to 3 general education teachers and/or Para-educators over the course of each month.	Assistive technology requires extensive individualization and/or training for the student, Or Additional individual support from an adult is needed for 56% to 85% of the school day, Or Transportation needs require attendant services, or the purchase of special equipment for safe transportation on a vehicle
Three Points	Core Curriculum that reflects extended standards and benchmarks is required for meaningful instruction. Alternate assessment is used to measure progress.	Specially designed instruction regardless of setting that is designed by and/or delivered by special education personnel for 86% to 100% of the school day. Could include teaching, co-teaching, and collaborative instruction.	Special education teachers engage in joint planning for more than 2 hours per month with general education teachers and/or Para-educators to support involvement and progress in the general education curriculum, Or Special education teachers conduct joint planning with more than 3 general education teachers and/or Para-educators over the course of each month.	Assistive technology is "high end" individualized and requires extensive training for the student. Significant maintenance and/or upgrades for continued effective use are anticipated, Or Additional individual support from an adult is needed for 86% to 100% of the school day, Or Transportation requires specialized route and attendant services, Or Requires specialized vehicle (e.g. with lift device)

Determining Caseloads

- Specially designed instruction – Core (Level I Student) = 1 point on caseload score
- Specially designed instruction – Core + More (Level II Student) = 2 points on caseload score
- Extended Core Instruction – Focused Services (Level III Student) = 3 points on caseload score
- Caseload minimum = 8 points
- Caseload maximum = 18 points

Resolving 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. At the changing of semesters; and
3. By April 1, to plan for the following school year.

Upon review, if there appears to be an overload, the teacher may request and the principal will arrange a Caseload Assistance Team (CAT) meeting. The CAT will be comprised of four teachers – one of which is the Special Education teacher who raised the question, a building administrator, and an AEA representative. The CAT will make recommendations as to whether there is a need for adjustments to a teacher's schedule or roster.

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 convene the CAT within 5 working days. A resolution and written decision must be made available to the teacher within 5 days after the CAT meeting.

Delivery System Assessment

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 the AEA.

Special Education Service Delivery Plan Assurances

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 20 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.