

Fort Dodge Community School District



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 41.108 (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, March 9, 2009, the Fort Dodge Community School District Board of Education approved the committee members and the process to complete a Special Education Service Delivery Plan for Fort Dodge 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.
- Step 2:** The committee develops the plan.
- Step 3:** The plan is available for public comment.
- Step 4:** The committee considers public comment.
- 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

Parent Representatives:

Mindy Busse
Jodi Lennon
Angie Jessen

Special Education Representatives:

Barb Allard
Michelle Butler
Nancy Martin
Jessica Hawkins
Amy Westcott
Mona Warlick
Glenda Harms
Dawn Peterson
Marilyn Charon

Regular Education Representatives:

Diane Flaherty
Amy Griffin

Administrative Representatives:

Marlene Johnson
Lis Ristau
Shelly Thoen

Prairie Lakes AEA Representatives:

Lorie Spanjers
Santee Bonner
Radina Stuhrenberg
Deb Shelton

This committee met on the following days to develop the Fort Dodge Special Education Services Delivery Plan:

March 26, 2009
April 1, 2009
April 8, 2009
April 16, 2009

The committee was recommended to review the plan prior to the upcoming site visit. Representatives from the original committee reviewed the plan on November 10, 2014.

The Fort Dodge Special Education Service Delivery Plan was reviewed and approved by the Prairie Lakes AEA Special Education Director and then submitted to the Fort Dodge Community School District Board of Education on December 8, 2014 for their approval.

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

Ages 3-5 Definitions

Fort Dodge Community Schools will adhere to federal data regarding definitions of settings for preschools.

Regular Early Childhood Program: Preschool services may be provided for children ages 3 through 5 for whom an Individualized Education Program (IEP) has been implemented. Services are based on the amount of time a child spends in any early childhood setting in which 50% of peers are without disabilities. The settings include all preschool settings (for example, Community Based Preschool, Early Learning Centers, Head Start, Transitional Kindergarten) even if the child does not receive all special education services in the setting.

Early Childhood Special Education (ECSE) Program: More than 50 percent children with disabilities.

Access to Continuum

Fort Dodge 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).

Fort Dodge Community 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:** Pre-kindergarten and Early Childhood Special Education
- **Teacher Responsibilities:** Provide general education and special education instruction
- **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

Fort Dodge 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); OR
2. Head Start Program Performance Standards and other regulations

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

Caseload Determination

Iowa Quality Preschool Performance (QPPS)

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

Head Start Performance Standards

(Part 1306 Head Start Staffing Requirements and Program Options – Page 247)

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 written request for a caseload review is submitted to the individual's principal and Director of Special Needs.
2. Once the request for review is received, the caseload review committee, comprised of the Building Principal, Director of Special Needs, AEA Rep, Special Education teacher and a coworker of the teacher's choice, will meet within 15 working days to review the request and give a recommendation. The individual requesting the review is responsible for gathering relevant information to support his/her request. The information might include, but is not limited to: IEP's, schedule and instructional groupings, collaborative/co-teaching assignments, number of buildings.
3. Within 5 working days of that meeting, the individual requesting the review will be provided with a written determination.
4. If the individual requesting the review does not agree with the determination, he/she may appeal to the District Superintendent.
5. Steps 2 and 3 will be repeated with the District Superintendent as part of the committee.
6. If the individual requesting the review is still not satisfied with the determination, he/she may appeal to the AEA Director of Special Education.
7. The AEA Director/designee will meet with personnel involved and will provide a written decision.

Notes:

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 alternative 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.

As a part of the process for resolving caseload concerns, one consideration may be the possible addition of program para-educator support within a building. The consideration of a program para-educator will be on a case-by-case basis and final determination will be made by the Director of Special Needs.

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

Consulting Teacher Services: Consulting Teacher services are defined as indirect services provided by a licensed special education teacher to a general education teacher in adjusting the learning environment and/or modifying his/her instructional methods. Specially designed instructional strategies will be developed to meet the individual needs of a student with a disability receiving instruction in the general education classroom. The general education teacher is responsible for direct instruction, testing, grading and behavioral management as specified in the Individualized Education Program (IEP). The special education teacher's support may include assisting the general education teacher with the design and preparation of materials, adaptations and accommodations. The special education teacher is responsible for monitoring the student's progress on IEP goals.

Co-Teaching Services: Co-teaching services are defined as specially designed and academic instruction provided by the special education and general education teachers in partnership. Services are provided to meet the content and skill needs of students with and without disabilities in the general education classroom. Services could include but are not limited to teachers: a) co-plan, divide the class, and provide instruction to smaller groups, b) co-plan and then co-instruct different components of the content. The special education teacher is responsible for monitoring the student's progress on IEP goals. Grades for IEP students will be collaboratively determined.

Collaborative Services: Collaborative services are defined as direct specially designed instruction in which the core content endorsed teacher provides content instruction and the special education teacher provides strategy and skill instruction to students with IEP's. The special education teacher also serves as a consultant to the general education teacher in such areas as application of skills in the general education setting, goal progress, adjustments to the learning environment, modification of instructional methods, adaptation of curricula, the use of positive behavioral supports and interventions or the use of appropriate accommodations to meet the needs of individual students. This model provides the special education teacher flexibility in meeting the needs of students with IEP's without co-teaching in multiple classrooms. The special education teacher, support service provider, or trained paraprofessional may be in the general education classroom as needed to provide instructional or other assistance to the student or a group of students. The special education teacher/service provider is responsible for monitoring the student's progress on IEP goals. Grades for IEP students will be collaboratively determined.

Instructional Support Services: Instructional support 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 licensed special education teacher for a portion of the school day. Instructional support services supplement, but do not supplant the instruction provided in the general education classroom. The special education teacher is responsible for monitoring the student's progress on IEP goals. Grades for IEP students will be collaboratively determined.

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 licensed special education teacher. Instruction will be modified to meet the unique needs of the student(s) in a self contained setting. These settings include but are 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. The special education teacher is responsible for grading and/or 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 Kindergarten - 21.

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

Kindergarten – Age 21

Caseloads will be reviewed by the Special Education teacher and submitted to the Building Principal and Director of Special Needs as follows:

1. By September 15th of each new year
2. By January 15th
3. By April 15th to help with planning for the new year.

In addition to scheduled reviews, caseload will also be reviewed under the following circumstances:

- ❖ When a teacher, administrator, AEA Support Staff, or parent has a concern about the ability of the teacher to effectively perform the essential functions of his or her job due to caseload.

In determining teacher caseloads, the Fort Dodge Community School District will use the following rubric 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 66-140 total points. This caseload limit may be exceeded by no more than 10% if doing so does not prevent the affected teacher's ability to provide the services and support specified in his or her student's IEP's.

Fort Dodge Community School District Special Education Teacher Caseload Determination

Teacher: _____

Student: _____

	Curriculum	IEP Goals	Specially Designed Instruction	Joint Planning & Consultation for Instructional & Support Services	Paraprofessional Support	Assistive Technology	Other: FBA/BIP, Health Plan, Emotional, Social, Physical, Mental Needs
Zero Points	Student is functioning in the general education curriculum at a level similar to peers.	Student has IEP goals instructed by another teacher or service provider.	Student requires no specially designed instruction.	Joint planning which is typically provided for all students.	Individual support needed similar to peers.	Assistive technology use is similar to peers.	Student requires no FBA, BIP, or Health Plan.
One Point	Student requires limited modifications to the general curriculum.	Student has 1-2 IEP goals monitored/ supported by special education teacher.	25% or less of instruction is specially designed and/or delivered by special education personnel.	Special education teachers conduct joint planning with 1 general education teacher/support staff/ or paraprofessionals over the course of each month.	Additional individual support from an adult is needed for 25% or less of the school day.	Assistive technology requires limited teacher-provided individualization and/or training for the student.	Requires limited time assessment, planning, data collection and communication with others (not more than 2 hours per month).
Two Points	Student requires significant modifications to the general curriculum.	Student has 3 IEP goals or goals in more than one area monitored/ supported by special education teacher.	26 – 75% or less of instruction is specially designed and/or delivered by special education personnel.	Special education teachers conduct joint planning with 2 to 3 general education teachers/support staff/ or paraprofessionals over the course of each month.	Additional individual support from an adult is needed for 26% to 75% of the school day.	Assistive technology requires extensive teacher-provided individualization and/or training for the student.	Requires 2 to 4 hours monthly for assessing, planning, data collection and communication with others.
Three Points	Significant adaptation to grade level curriculum requires specialized instructional strategies. Alternate assessment is used to measure progress.	Student has 4 or more IEP goals or goals in more than one area monitored/ supported by special education teacher.	76 – 100% of instruction is specially designed and/or delivered by special education personnel.	Special education teachers conduct joint planning with more than 3 general education teachers/support staff/ or paraprofessionals over the course of each month.	Additional individual support from an adult is needed from 76% to 100% of the school day.	Assistive technology requires extensive teacher-provided individualization and/or training for the student. Significant maintenance and/or upgrades for continued effective use are anticipated.	Requires more than 4 hours for monthly assessing, planning, data collections and communication with others.

Point 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:

8. A written request for a caseload review is submitted to the individual's principal and Director of Special Needs.
9. Once the request for review is received, the caseload review committee, comprised of the Building Principal, Director of Special Needs, AEA Rep, Special Education teacher and a coworker of the teacher's choice, will meet within 15 working days to review the request and give a recommendation. The individual requesting the review is responsible for gathering relevant information to support his/her request. The information might include, but is not limited to: IEP's, schedule and instructional groupings, collaborative/co-teaching assignments, number of buildings.
10. Within 5 working days of that meeting, the individual requesting the review will be provided with a written determination.
11. If the individual requesting the review does not agree with the determination, he/she may appeal to the District Superintendent.
12. Steps 2 and 3 will be repeated with the District Superintendent as part of the committee.
13. If the individual requesting the review is still not satisfied with the determination, he/she may appeal to the AEA Director of Special Education.
14. The AEA Director/designee will meet with personnel involved and will provide a written decision.

Notes:

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 alternative 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.

As a part of the process for resolving caseload concerns, one consideration may be the possible addition of program para-educator support within a building. The consideration of a program para-educator will be on a case-by-case basis and final determination will be made by the Director of Special Needs.

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 IEP's 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 Prairie Lakes AEA 8 staff to develop an action plan designed to promote progress toward these goals.

The Annual Progress report can be located on the Fort Dodge Community School District website (www.fort-dodge.k12.ia.us).

The State Performance Plan can be located on the Department of Education website (www.state.ia.us/educate).

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 education classroom or in an environment other than the general education 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 school board has approved the service delivery plan for implementation.

It is the policy of the Fort Dodge Community School District not to discriminate on the basis of race, creed, color, ancestry, age, gender, sexual orientation, gender identity, national origin, disability, physical attributes, religion, political party preference, political belief, socioeconomic status, veteran's status, actual or potential parental, family or marital status, in its programs, services, and employment practices. If you have questions or grievances related to this policy, please contact Marcy Harms, Director of Student Services, Central Administration Office, 104 South 17th Street, Fort Dodge, IA 50501, (574-5678) or contact the Civil Rights Midwestern Division for U. S. Department of Education Office, 500 W. Madison Street, Suite 1475, Chicago, IL 60661-4544. (Alternate for Section 504 is Lis Ristau, Director of Special Needs, 515-574-5675).

The District's Compliance Coordinator for Affirmative Action is Robert Hughes, Assistant Superintendent, who can be reached at 574-5657 or 104 South 17th Street, Fort Dodge, IA 50501.

The District's Designated Investigator of Physical/Sexual Abuse of Students by School Employees is Marcy Harms. She can be reached at 574-5678 or 104 South 17th Street, Fort Dodge, IA 50501. The alternate is Corey Moody. He can be reached at 574-5469 or 819 North 25th Street, Fort Dodge, IA 50501.

The District's Officer for Harassment Complaints and Allegations is Marcy Harms, Director of Student Services. She can be reached at 574-5678 or 104 South 17th Street, Fort Dodge, IA 50501.

Revised: 2/14