

Aurelia  
Community  
School  
Special Education  
Service  
Delivery  
Plan

May 2009

## **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. Members of the committee were: Parents-Pam Wilson and Rita Pearson; Special Education Teachers-Deena Jones and Diane Kannegieter; General Education Teachers-Deena Jones and Linda Peine; Administrators-Ann Sandine and Lynn Evans; NWAEA Representative-Don Tisthammer. This committee was approved, per policy, by the Aurelia Community School Board on April 13, 2009 (agenda item 8.1.)

## **How will service be organized and provided to eligible individuals?**

The Aurelia Community School 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 3-21.

### **Nominal Support:**

The student receives specially designed instruction and/or supports from a certified special education teacher. Services provided by the special education teacher could be delivered through joint planning, collaborative instruction, co-teaching and/or direct instruction. Special education teacher time commitment is less than 5 hours per week.

### **Targeted Support:**

The student receives specially designed instruction and/or supports from a certified special education teacher. Services provided by the special education teacher could be delivered through joint planning, collaborative instruction, co-teaching and/or direct instruction. Special education teacher time commitment is between 5 and 12.5 hours per week.

### **Sustained Support:**

The student receives specially designed instruction and/or supports from a certified special education teacher. Services provided by the special education teacher could be delivered through joint planning, collaborative instruction, co-teaching and/or direct instruction. Special education teacher time commitment is between 12.5 and 24 hours per week.

### **Intensive Support:**

The student receives specially designed instruction and/or supports from a certified special education teacher. Services provided by the special education teacher could be

delivered through joint planning, collaborative instruction, co-teaching and/or direct instruction. Special education teacher time commitment is more than 24 hours per week.

### **Aurelia CSD Early Childhood Special Education**

The district defines the following terms and definitions to describe instructional services and placements for preschool children:

- Regular Early Childhood Program – Less than 50 percent children with disabilities
- Early Childhood Special Education Program – More than 50 percent children with disabilities

**Regular Early Childhood Program with Teacher Holding Dual Endorsements (i.e. Ed 100):** The child is served in the regular early childhood classroom with a teacher who holds a valid practitioner’s license issued by the Board of Educational Examiners that includes prekindergarten and early childhood education. The teacher is responsible for direct instruction, preparation of materials, adaptations 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.

**Early Childhood Special Education Program:** These 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, 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.

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. Early childhood special education and regular early childhood programs accessible to Aurelia students will implement Preschool Program Standards as defined by the Iowa Department of Education for instructional services to children on an IEP. Those standards will include the Iowa Quality Preschool Program Standards (QPPS).

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

Caseloads will be tentatively set in the spring for the following year and may be modified based on summer registration and actual fall enrollments.

These caseloads are determined by balancing staffing levels at the various schools, the numbers of individuals served, and the severity of needs of those individuals. This determination is the responsibility of the building administrators.

Individual district special education teachers with their building principal and/or special education coordinator will review caseloads at least twice during the school year.

In determining special education teacher caseloads, the Aurelia 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.

If the point total exceeds 45, the administration will consider additional resources.

**One point:** The student receives specially designed instruction/supports for less than 5 hours per week.

**Two points:** The student receives specially designed instruction/supports for between 5 and 12.5 hours per week.

**Three points:** The student receives specially designed instruction/supports for between 12.5 and 24 hours per week.

**Four points:** The student receives specially designed instruction/supports for more than 24 hours per week.

**Note:** Supports could include travel time to students served off-site (e.g., hospitalized or homebound students, preschoolers served in their general education preschool classes). If multiple students are served in one site, travel time is applied to one of the students, only.

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

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 a district-level committee of four teachers, 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.

**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?**

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 AEA.

**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 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 service delivery plan for implementation.