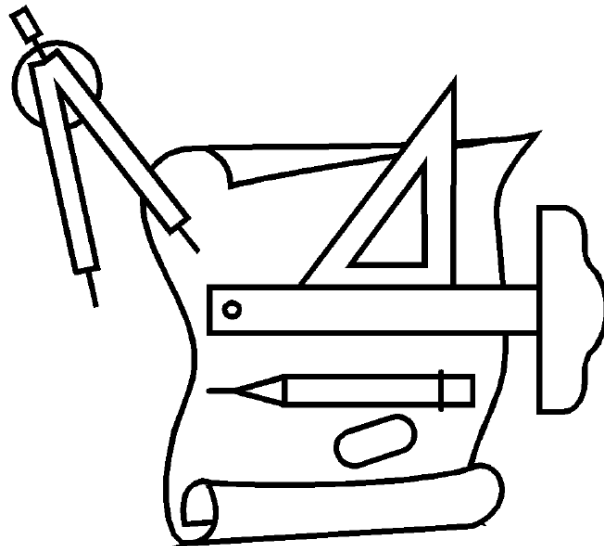


# **Malvern Community School District**

## **District Developed Special Education Service Delivery Plans**



**May 2009 - "Draft"**

**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.

**Question 2: How will service be organized and provided to eligible individuals?**

**Continuum of Services**

**Early Childhood Program** – 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 is responsible for implementing and monitoring the child’s progress according to the IEP.

**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 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 special education teacher 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 special education teacher/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 special education teacher/service provider 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 3-21

**Question 3: How will caseloads of Special Education Teachers be determined and regularly monitored?**

**Caseload Determination**

- 1. How many IEP students are on your roster? \_\_\_\_\_
  - 2. List the number of students in each category below:
    - a. Up to 2 hours per day of direct instruction \_\_\_\_\_
    - b. Between two and five hours per day of direct instruction  
 \_\_\_\_\_ x 1.25 \_\_\_\_\_
    - c. More than five hours per day of direct instruction \_\_\_\_\_ x 1.50 \_\_\_\_\_
  - 3. How many students on your roster will have a 3-year reevaluation this year? \_\_\_\_\_ x .25 \_\_\_\_\_
  - 4. For how many roster students will you be planning and supervising work experience? \_\_\_\_\_
  - 5. With how many teachers do you co-teach? \_\_\_\_\_
  - 6. How many students on your roster are dependent upon an adult for their physical needs? \_\_\_\_\_
  - 7. How many students are on a BIP? \_\_\_\_\_
  - 8. With how many associates do you collaborate? \_\_\_\_\_
  - 9. How many students do you serve off-site?  
 (e.g., hospitalized, home-bound, in general education preschools) \_\_\_\_\_
- Total** \_\_\_\_\_

## **Caseload Determination**

Caseloads will be tentatively set in the spring for the following year. Caseloads may be modified based on summer registration and actual fall enrollments. Individual district special education teachers will review caseloads at least twice during the school year. Findings will be reviewed with their building principal.

**A “full” teacher caseload will be considered to be 50-70 total points.** If a teacher’s caseload exceeds this number, the teacher and Principal will meet to discuss whether the teacher is able to provide the services and supports specified in his or 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 in his or her students’ IEPs, a plan of action will be developed. If the teacher is not satisfied that the plan of action will meet the requirements of his or her students’ IEPs the teacher may initiate the process for resolving caseload concerns that is described in this plan.

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

**1 point:** Each IEP for which the teacher is responsible for IEP writing, IEP meetings, progress monitoring and reporting to parents.

**1 point:** Each student provided up to two hours per day of direct instruction by the teacher.

**1.25 points:** Each student provided between two and five hours per day of direct instruction by the teacher.

**1.5 points:** Each student provided more than five hours per day of direct instruction by the teacher.

**0.25 points:** Each student who will have a three-year reevaluation during the current year.

**1 point:** Each student for whom the teacher plans and supervises work experience.

**1 point:** Each teacher with whom the special education teacher co-teaches.

**1 point:** Each student who is dependent on an adult for physical needs.

**1 point:** Each student who has a behavior intervention plan (BIP).

**1 point:** Each paraprofessional with whom the special education teacher collaborates.

**1 point:** Each student served off-site (e.g., hospital, homebound, general education preschool, etc.).

**Question 4: What procedures will a Special Education Teacher use to resolve caseload concerns?**

### **Resolving Caseload Concerns**

Individual LEA special education teachers will review caseloads at least twice per year with their building principal. In addition to scheduled reviews, caseload will also be reviewed under the following circumstances:

- When a specified caseload is exceeded. If the caseload limit is or will be exceeded by 10% for a period of 6 weeks, then a review may be requested in writing.
- When a teacher has a concern about his or her ability to effectively perform the essential functions of his or her job due to caseload.

#### **REQUESTING A CASELOAD REVIEW**

- All requests must be in writing
- Requests should initially be given to an individual's principal
- A committee will be appointed annually to serve as a review team. The team will include:
  - The Building Principal
  - A Special Education Teacher from another building
  - A Regular Education Teacher
- The person requesting the review is responsible for gathering relevant information to support their request. This information might include, but is not limited to:
  - IEPs
  - Schedule and instructional groupings
  - Collaborative/co-teaching assignments
  - Number of buildings

#### **PROCEDURAL STEPS**

1. Informal problem solving strategies in relation to caseload concerns should be exhausted first.
2. A written request for caseload review is submitted to the principal.
3. The request is reviewed for clarification with the principal. The principal tries to resolve the concern at this point.
4. If the caseload concerns cannot be satisfactorily resolved, the request is then sent to the caseload committee.

5. Within 15 working days, the caseload committee will review the request and make a recommendation.
6. The Principal will review the information and discuss it with the individual.
7. Within 10 working days, the principal will meet with the individual and provide a written determination.
8. If the person requesting the review does not agree with the determination, he or she may appeal to the district Superintendent.
9. The Superintendent will meet with personnel involved and will provide a written decision.

**Question 5: 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 the 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.