

Denison Community Schools
District Developed Service Delivery Plan
Special Education
2011-2012

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.

The Denison Community School Board authorized the district to create a delivery system for special education instructional services on March 16, 2009. A team of administrators, teachers, parents, school board members , special education teachers and community members created the original plan.

On March 21, 2011 the Denison Community School Board adopted an updated special education delivery system recommended by the team that created the process and procedures. The team is listed below:

Rod Bradley-School Board President

Kris Rowedder-School Board Vice President

Mark Johnson-Board Member

Les Lewis-Board Member

Larry Andersen-Board Member

Mike Pardun-Superintendent

The logo for Denison Community Schools is a large, light gray watermark in the background. It features a central shield with a banner across it that says "DENISON COMMUNITY SCHOOLS". Above the shield, there are stylized leaves and a banner that says "NARCHS". Below the shield, it says "EST. 1856".

Lynn Torr-High School Principal
Nancy McCarville-High School Dean of Students
Pat Roush-Middle School Principal
Steve Meinen-Broadway Elementary Principal
Chris Schulz-Denison Elementary Principal
Carrie Caviness-School Improvement Coordinator
Heather Langenfeld-ELL/Migrant Coordinator
Deb Krager-NWAEA
Staci Goslar-NWAEA
Mary Ann Schultz-High School Alternative School Teacher/Special
Education Teacher
Michelle Kasperbauer-High School Special Education Teacher
Josh Anderson-High School Special Education Teacher
Jane Rothe-Hagge-High School Special Education Teacher
Valeta Pautsch-Middle School Counselor
Kristin Wuebke-Middle School Special Education Teacher
Kim Pauley-Middle School Special Education Teacher
Becky Oldenkamp-Middle School Special Education Teacher
Cindy Scherff-Broadway Elementary Special Education Teacher
Sue Russell-Broadway Elementary Special Education Teacher
Kim Mickelson-Broadway Elementary Special Education Teacher
Tracy Beeck-Denison Elementary Counselor
Trevor Urich-Broadway Elementary Counselor
Jaynee Ricke-Denison Elementary Special Education Teacher
Jessica Delaney-Elementary Special Education Teacher

Theresa Huntley-Denison Elementary Special Education Teacher

Lois Rothe-Denison Elementary Special Education Teacher

Jeanette Greteman-ECSE Teacher

Lisa Schreck-ECSE Teacher

Lyle and Pat Fleshner-Community Members

Greg and Carrie Gunderson-Parents

Travis and Rondi Wessel-Parents

Corey and Lori Curnyn-Parents

Jason and Angela Sheridan-Parents

Jose and Maria Ledesma-Parents

Lynn and Reyna Willenborg-Parents

Moises and Ana Escobar-Parents

Rogelio and Milagro Perez-Parents

Chuck and Julie Downing-Parents

Juvencio and Lubia Ibarra-Parents

Jesus Jovel and Mara Molina-Parents

Roberto Partida and Ana Mendoza-Parents

Jeff and Deb Renner-Parents

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

Consulting Teacher Services: Consulting Teacher services are defined as indirect services provided by a certified special education teacher to a general education teacher in adjusting the learning environment and/or modifying his/her instructional methods using specially designed

instruction strategies to meet the individual needs of a student with a disability receiving instruction in the general education classroom.

Co-Teaching Services: Co-teaching services are defined as the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and non-disabled students. These services are provided by the special education teacher and general education teacher, in a 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 have a strong research base.

Collaborative Services: Collaborative services are defined as direct specially designed instruction provided to an individual student with a disability or to a group of students with disabilities 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.

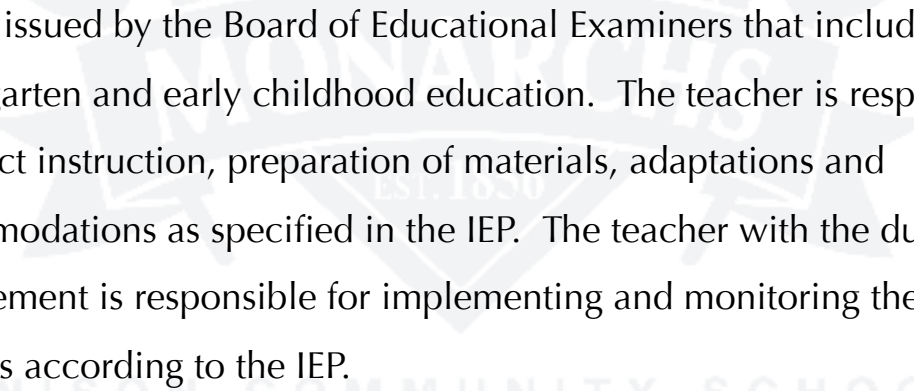
Pull-Out Services: Pull-Out services are defined as direct specially designed instruction provided to an individual student with a disability or a group of students with disabilities by a certified special education teacher to provide supplementary instruction that cannot otherwise be provided during the student's regular instruction time. These services

are provided in an individual or small group setting for a portion of the day. Pull-out services supplement the instruction provided in the general education classroom through Consulting Teacher services or Collaborative/Co-teaching services. The specially designed instruction provided in Pull-out settings does not supplant the instruction provided in the general education classroom. _

Special Class: 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 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.

Early Childhood Special Education: 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

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license issued by the Board of Educational Examiners that includes pre-kindergarten 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 at Denison 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 Early Learning Standards.

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?

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

In determining teacher caseloads, the Denison Community School District will use the matrix to assess each individual student's needs. A caseload can vary in size greatly depending on support staff assigned to the program and individual student needs. Caseloads will be reviewed three times a year with building principals to determine

whether or not a caseload has grown too great in size (150 points), thus potentially impacting student achievement in a negative manner.

Early Childhood programs meet the criteria for Iowa's Quality Preschool Program Standards (QPPS) regarding maximum class size and teacher-child ratios.

Curriculum

Zero Points: Student is functioning in the general education curriculum at a level similar to peers.

One Point: Student requires limited modifications to the general curriculum.

Two Points: Student requires significant modifications to the general curriculum.

Three Points: Significant adaptation to grade level curriculum requires specialized instructional strategies. Alternate assessment is used to measure progress.

IEP Goals

Zero Points: Student has IEP goals instructed by another teacher or service provider.

One Point: Student has 1-2 IEP goals.

Two Points: Student has 3 IEP goals.

Three Points: Student has 4 or more IEP goals.

Specially Designed Instruction

Zero Points: Student requires no specially designed instruction.

One Point: 25% or less of instruction is specially designed and/or delivered by special education personnel.

Two Points: 26-75% or less of instruction is specially designed and/or delivered by special education personnel.

Three Points: 76 to 100% of instruction is specially designed and/or delivered by special education personnel.

Joint Planning and Consultation

Zero Points: Joint planning typical for that provided for all students.

One Point: Special education teachers conduct joint planning with 1 general education teacher or paraprofessionals over the course of each month.

Two Points: Special education teachers conduct joint planning with 2 to 3 general education teachers or paraprofessionals over the course of each month.

Three Points: Special education teachers conduct joint planning with more than 3 general education teachers or paraprofessionals over the course of each month.

Paraprofessional Support

Zero Points: Individual support needed similar to peers.

One Point: Additional individual support from an adult is needed for 25% or less of the school day.

Two Points: Additional individual support from an adult is needed for 26% to 75% of the school day.

Three Points: Additional individual support from an adult is needed from 76% to 100% of the school day.

Assistive Technology

Zero Points: Assistive technology use is similar to peers.

One Point: Assistive technology requires limited teacher-provided individualization and/or training for the student.

Two Points: Assistive technology requires extensive teacher-provided individualization and/or training for the student.

Three Points: Assistive technology is requires extensive teacher-provided individualization and/or training for the student. Significant maintenance and/or upgrades for continued effective use are anticipated.

Functional Behavior Assessment (FBA)/ Behavior Intervention Plan (BIP)

Zero Points: Student requires no FBA or BIP.

One Point: Requires limited time assessment, planning, data collection and communication with others (not more than 2 hours per month).

Two Points: Requires 2 to 4 hours monthly for assessing, planning, data collection and communication with others.

Three Points: Requires more than 4 hours for assessing, planning, data collection and communication with others.

Question 4: What procedures will a special education teacher use to resolve 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. by end of the first semester; 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, 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 or their immediate supervisor. 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.

If the person requesting the review does not agree with the determination, he or she may appeal to the superintendent. 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 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 NWAEA.

Plan Available for Public Comment

The Denison Community School Delivery System for Special Education was presented originally at the April 13th school board meeting, on May 5, 2009 to the School Improvement Committee and made available for written and/or oral comments at the Denison Community Schools regular board meeting on June 15, 2009. The plan was revised during the March School Improvement meetings in 2011 and approved on June 20, 2011 at the Denison CSD regular board meeting. The plan was made available at Denison Community Schools Central Office at 819 North 16th Street, Denison, Iowa 51442.

Explanation of Public Comments

No comments were made by the public.

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.

District and AEA Special Education Director Checklist for Requirements

Is compliant with rules	Requirements	If not compliant, AEA Special Education Director comment
	Development of District Developed Service Delivery Plan approved by school board	
	Individuals on committee approved by district school board	
	AEA represented by Director appointee	
	Description of special education instructional services include full continuum	
	Caseload descriptions includes <ul style="list-style-type: none"> • A definition of teacher caseload (e.g., number of students, number of points, etc) • Who will monitor caseloads • How often caseloads will be monitored 	
	Description of procedures for resolving caseload concerns	
	Description of how the district will address: <ul style="list-style-type: none"> • SPP/APR targets • LEA determinations assigned by the state • Plan evaluation and effectiveness 	
	Plan submitted to the AEA Special Education Director	

AEA Special Education Director

Signature _____

Date _____

Information below the line for district use only

	Final approval by district school board
	Plan inserted into Comprehensive School Improvement Plan

Denison Community School- Caseload Determination

Teacher: _____

Student: _____

	Curriculum	IEP Goals	Specially Designed Instruction	Joint planning and consultation	Paraprofessional Support	Assistive Technology	FBA/BIP
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 typical for that provided for all students	Individual support needed similar to peers	Assistive technology use is similar to peers	Student requires no FBA or BIP
One Point	Student requires limited modifications to the general curriculum	Student has 1-2 IEP goals.	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 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.	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 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.	76 to 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 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 tech 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 assessing, planning, data collection and communication with others

Point Total: _____