

Edgewood-Colesburg
Community School District

Service Delivery System
for Special Education

Presented for Board Approval on January 21, 2019

Edgewood-Colesburg Community School District Special Education Plan

Mission Statement:

“The mission of the Edgewood-Colesburg Community School District is to assist and ensure that each student achieves his or her level of educational excellence.”

The Board of Directors of the Edgewood-Colesburg School District is committed to a philosophy of service to children. The objective of this philosophy is to help each child develop into a mature individual and a contributing member of society. The Board believes that this can best be met through a school program wide enough in scope to encompass the intellectual, physical, civic, social, and aesthetic education of children.

The Board recognizes that some students have unique educational needs. The Board shall provide an appropriate education program and related services to children requiring special education between the ages of three and twenty-one, and to a maximum allowable age in accord with Iowa Code. Students requiring special education shall attend regular education classes, participate in extracurricular activities and receive services in a regular education setting to the maximum extent possible. The appropriate education for each student shall be written in the student’s Individual Education Program (IEP).

Special education students shall be required to meet the requirements stated in Board policy and/or their IEPs for graduation.

Least Restrictive Environment

All students should be educated to the maximum extent appropriate for each individual student in the general education setting where activities, instruction, and remediation naturally occurs for children of similar ages without disabilities.

Section 1: What process was used to develop the delivery system for eligible individuals?

The delivery system was developed in accordance with the Iowa Administrative Code rule 41.408(2)c. the group of individuals who developed and/or reviewed the system included parents of eligible individuals, special education teachers, general education teachers, administrators, and AEA personnel.

Members of the committee included the following:
AP—parent of elementary student
JO—parent of elementary and secondary students
Annette Lenz—elementary general education teacher
Kari Kintzle—secondary general education teacher
Robin McCool—elementary special education teacher
Pam Ostwinkle—secondary special education teacher
Lisa Andreasen—AEA school social worker
Dawn Voss—Secondary Principal
Rob Busch—Superintendent/Elementary Principal

The committee selection was made in September 2018.

The committee met on December XX, 2018.

The AEA Director of Special Education approved the plan on July 25, 2013.

The plan was made available for public comment from December 10, 2018 –January 18, 2019. (No comments were received from the public or state comments made.)

The Edgewood-Colesburg Board of Education approved the plan on August 19, 2013 and the plan was entered into the Comprehensive School Improvement Plan dated January 21, 2019.

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

Continuum of Services:

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 the 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. Special education teacher support may include assisting 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 will be in the general education classroom to provide direct instruction, instructional support, or other

assistance to the student or group of students, through models such as collaboration or co-teaching. For example, teachers may choose to utilize one or a combination of five models of collaborative teaching, or co-teaching; (1) one teach, one assist, (2) station teaching, (3) parallel teaching, (4) alternative teaching, and (5) team teaching. These services are provided by the special education teacher and general education teacher in partnership to meet the content and skills needs of students in the general education classroom. 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.

Pull-Out Services: 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 early childhood special education program, 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.

Special Class: Special Class services are defined as direct specially designed instruction provided to an individual student with a disability or 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.

Regular Early Childhood Program with Special Education

consultation/accommodations. The student is served in a community preschool provider classroom with consultation and support from the special education teacher. The community provider is responsible for direct instruction, testing, grading and behavioral management as specified in the IEP. The special education teacher support may include assisting the community provider 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.

Notes:

For students 3-5 years of age the term "general education" refers to a regular early childhood program that implements either the National Association for the Education of Young Children (NAEYC) or Iowa Quality Preschool Program Standards (QPPS) standards.

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 IEPs. Services may be provided within the district or through a contractual arrangement with other districts and/or agencies.

The continuum includes services for eligible individuals ages 3 to 21.

Section 3: How will caseloads of special education teachers be determined and regularly monitored?

The Special Education Team (special education teacher and principal) at each center will determine a teacher caseload, not to exceed 18 students assigned to any one teacher, with consideration given to ensuring the needs of each student are being met.

Caseloads will be tentatively set in the spring for the following year. Caseloads may be modified based on summer registrations and actual fall enrollments. The Special Education Team at the appropriate center will review caseloads at least twice during the school year.

An exception to the maximum caseload may be made if the special education team assesses the caseload and ensures, in their review, that the needs of each student is being met.

Note:

Early childhood programs will meet criteria for maximum class size of 20 and teacher to child ratio of 1:10, according to preschool program standards.

Section 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 at least twice a year:

1. At the beginning of the school year.
2. At the end of each school year to plan for the next school year.

At any other time, if a special education teacher feels there is a need for a caseload review, they may request the review by submitting, in writing, the request to the building principal. The principal, within 5 working days, will provide the teacher with a resolution and/or explanation.

If the teacher feels that the principal's solution is not satisfactory, they may request a meeting of the Caseload Assistance Team (CAT), which will consist of other special education teachers in the building, a general education teacher, the AEA staff, and the principal. The principal must convene the CAT meeting within 5 working days of the teacher's request. The CAT will then make a recommendation to the principal as to

whether there is a need for adjustments to a teacher's schedule or roster, and the principal will provide that information to the teacher within 5 days after their meeting.

If the rendered decision is unsatisfactory, an appeal can be made to the district team (a special education teacher, AEA staff, building principals, and superintendent.).

Section 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?

In order to meet the State Performance Plan/Annual Progress Report (SPP/CASA) goals, accountability will be addressed in the following ways:

- Individual student IEP goal progress monitoring
- Aggregation of process monitoring and summative evaluations for groups of students at both school and district levels.
- Examination of disaggregated subgroup achievement and SPP/CASA data

Individual

Individual student progress on IEP goals will be reviewed and discussed by the special education teacher along with AEA consultant/specialists and school administrators if possible. The purpose of the review is to determine if adequate progress is being made, if any adjustment in instruction is needed, or if other targeted or intensive interventions through MTSS or special education are indicated. Special education teachers will share data with general education teachers quarterly.

School: Aggregated by School and District

The IEP subgroup performance will be reviewed and discussed by grade level/content teams which include both general and special education teachers quarterly. Subgroup achievement, growth, and the achievement gap will be included as items for discussion and planning. Schools with a subgroup achievement gap; thus, impeding progress toward meeting the district SPP/CASA requirements, will develop a school-based plan to close the achievement gap by grade level in each school. These plans will be monitored at the school level every semester and at the district level at the end of the school year. In the event that this process creates the need to revise the DDSDP, the district will follow the process to revise and re-adopt the DDSDP.

District: Disaggregated by School Levels

At the district level, the IEP subgroup data for each school, along with the plans as described above, will be reviewed on an annual basis by the district's leadership team. IEP student data will also be disaggregated and examined by school level. In addition, the district will examine their APP/CASA data to determine priorities and develop an action plan as needed. If the district meets SPP/CASA requirements, both procedural and

performance, 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.