

Johnston Community Schools



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

Table of Contents

Introduction	3
Question 1: What process was used to develop the delivery system for eligible individuals?	4
Question 2a: How will services be organized and provided to eligible individuals ages 3-5?	5
Question 2b: How will services be organized and provided to eligible individuals kindergarten–age 21?	6
Question 3: How will caseloads of special education teachers be determined and regularly monitored?	8
Question 4: What procedures will a special education teacher use to resolve caseload concerns?	10
Question 5: How will the delivery system for eligible individuals meet the target 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?	11
Written request for caseload concernsAddendum	13



Introduction

The Johnston Community School District vision is to create a culture of excellence where students come first. This most certainly includes our students with identified disabilities. It is our obligation to provide entitled students Specially Designed Instruction (SDI) as outlined in their Individualized Education Plan (IEP). A learner eligible for special education services in Iowa is entitled to SDI at no cost to the family, to meet their unique needs as a learner with a disability. This includes adapting as appropriate to the needs of the individual learner, the content, methodology, or delivery of instruction to address their unique needs that result from a disability and to ensure access to the general curriculum, so that they can meet the educational standards that apply to all children (IAC 41.39). The special education and related services must be designed to meet the learner's unique needs and prepare them for further education, employment, and independent living (CFR.300.1; IAC 41.1).

The Iowa Administrative Rules of Special Education require each school district to develop a plan for the delivery of special education services. The content requirements of the District Developed Plans will be met through a set of five questions and a series of assurances.



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 Heartland AEA.

Committee Process

A District committee that included general education teachers, special education teachers, parents, AEA and administrators was formed to review and update the District Developed Special Education Service Delivery Plan. The committee met regularly and followed the schedule below.

1. Welcome and foundational understanding, data review- October 14, 2021
2. Caseload determination – November 11, 2021
3. Caseload concerns and resolutions – December 16, 2021
4. Continuum of services – January 20, 2022
5. Continuum of services – February 22, 2022
6. State Performance Plan Evaluation – March 23, 2022
7. The Iowa Administrative Rules of Special Education require each district to develop a plan for the delivery of special education services. The content reh 23, 2022
8. Draft revision and loose ends – May 19, 2022
9. Open for public comment – June 27 , 2022-July 10 , 2022
10. Review public comment
11. Present to the board – July 11, 2022
12. Board approval August 15, 2022
13. Approved plan will be sent to the AEA Director of Special Education

Committee Representation

Parents

Chris Bowse – High School
Meg Christofferson – Elementary, Middle, & High School

Jennifer Higdon – Elementary & Middle School
Mariette Nikolai – Middle School & High School

Special Education Teachers

Emma Crouthamel – Johnston Middle School
Katie Mangan – Elementary, Timber Ridge
Annie Mielke – Elementary, Beaver Creek
Misty Payne – Elementary, Wallace

Darci Thompson – Summit Middle School
Carol Dresher –Special Education Instructional Coach

General Education Teachers

Kylie Kozelka – High School

Marisa Waldschmidt – Elementary

Administration

Tron England – Middle School
Vickie McCool – Director of Special Education

Joy Palmer – Preschool

AEA

Rachelle Dawson – Regional Director

Amy Gulling – Consultant Elementary & Summit



Question 2a: How will service be organized and provided to eligible individuals ages 3-5?

Ages 3-5 Definitions: Johnston Community Schools will adhere to federal data regarding definitions of settings for preschools.

Regular Early Childhood Program: Less than 50 percent children with disabilities

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

Access to Continuum: Johnston Community Schools will provide access to this continuum for all eligible individuals based on their Individual Education Program (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). Johnston Community Schools will examine the preschool services annually to determine the availability of regular early childhood programs within the district.

Early Childhood Continuum

Core Instruction with Consultative Teacher Services

Option 1: Regular Early Childhood Program

- **Licensure:**
 - General Education Teacher- PK-Kindergarten or PK-3rd Grade
 - Special Education Teacher- Early Childhood Special Education or dual licensure
- **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

Option 2: Regular Early Childhood Program taught by a teacher with Dual Licensure

- **Licensure:**
 - Dual Licensure: General Education Teacher with PK - Kindergarten or PK-3rd grade and Early Childhood Special Education
- **Teacher Responsibilities:**
 - Provide general education and special education instruction and monitoring of IEP goals.
- **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 and monitoring of IEP goals.
- **Student Population:**
 - More than 50 percent of the children entitled to special education

Notes: Students may receive different services at multiple points along the continuum based on their IEP.



Question 2b: How will service be organized and provided to eligible individuals kindergarten through age 21?

It is the belief of the Johnston Community School District that students will be served in the least restrictive environment in order to meet their individual needs. This includes consideration of the following options:

Consultative Support

Students receive indirect services provided by a certified special education teacher and/or related provider (eg: Hearing, Vision, Orientation and Mobility, Occupational Therapy, Physical Therapy, Speech and Language Pathologist) to a general education teacher in adjusting the general education learning environment and/or modifying the instructional methods and strategies to a minimal degree to meet the student's needs as determined by the IEP. Services will be monitored as stated in the IEP.

Targeted Support

Students receive instruction in the general education setting and receive additional targeted instruction. The student receives specially designed instruction from a certified special education teacher and/or supports under the direction of the special education teacher. Services provided could be delivered through:

Collaborative Services:

- defined as direct specially designed instruction provided to an individual student with an IEP, 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, whether in the general education classroom or elsewhere.

Co-teaching Services:

- defined as the provision of specially designed instruction and academic instruction provided to a group of students with and/or without an IEP. These services are provided by the special education teacher and general education teacher in partnership to meet the content and skill needs of all students within the general education classroom. These services can be delivered in a variety of methods. 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.

Supplementary Services:

- defined as direct specially designed instruction provided to an individual student or a group of students with an IEP 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 to an individual or small group setting for a portion of the day and supplement the instruction provided in the general education classroom through Consulting Teacher services or Collaborative/Co-teaching services. The specially designed instruction provided in these settings is in addition to the instruction provided in the general education classroom.

Concentrated Support

Students receive specially designed instruction by a certified special education teacher. Instruction is tied to the general education curriculum, but has been modified to meet the unique needs of the student(s) during the student(s) regular instruction time. These services are provided in an individual or small group setting for a portion of the day. These services are typically provided in a special education setting.



Intensive Support

Students receive specially designed instruction by a certified special education teacher and/or supports under the direction of the special education teacher. Services provided are aligned to the general education curriculum through alternate and/or modified standards, designed 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). Typically this means the student is receiving his or her primary instruction in the special education setting.

Notes:

*** Students may receive different services at multiple points along the continuum based on the IEP, including associate support as determined by 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 aged 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 and may be modified based on summer registration and actual fall enrollments. Caseloads will be reviewed at least twice per year by individual special education teachers with their building principal and/or Director of Special Education. These reviews will occur in November and February.

In determining teacher caseloads, the Johnston Community School District will use the Caseload Point Determination Sheet to assign points based on the services of each eligible individual receiving an instructional service in the district.

A teacher may be assigned a caseload within a range of 30-45 total points.

- Elementary caseloads should begin at the lower end of the point range at the beginning of the year to allow growth for newly identified students.

If a specified caseload is exceeded by 10% for a period of 9 weeks, then a caseload review will be conducted. (See caseload review procedures)



In determining teacher caseloads, the Johnston Community School District will use the following values in the Caseload Point Determination Sheet to assign points based on services of each eligible individual receiving a specially designed instructional program in the district. Caseloads will be managed electronically and can be updated by teachers as a result of roster changes, schedule changes, new students and students who are exited.

Caseload Point Determination Sheet		Building:	Date:
1. Number of IEPs responsible to write/case manage			Total:
a. Level I (1 pt)		___x 1	
b. Level II (2 pts)		___x 2	
c. Level III (3 pts)		___x 3	
2. Identify each student that you provide SDI/Core instruction for as taken from the IEP, Page F. (Include all time that student is removed from the gen ed setting)			
a. 0 to 20 minutes of specially designed instruction	x .25	___x .25	
b. 21-45 minutes of specially designed instruction	x .5	___x .5	
c. 46 minutes to 3 hours of specially designed instruction	x 1	___x 1	
d. 3 hours up to 5 hours of specially designed instruction (180-300 min.)	x 1.5	___x 1.5	
e. More than 5 hours of specially designed instruction (301-415 min.)	x 2	___x 2	
3. How many students on your roster (that you case manage)			
a. Have a 3-year re-evaluation this school year	x .25	___x. 25	
b. Have a Transition (age 13 and up) IEP this year	x .25	___x. 25	
c. Preschool transition to elementary teacher	x .25	___x. 25	
4. How many grade levels require collaboration with general education teachers?			
2 grade levels	= .5		
3 grade levels	= 1		
4 grade levels	= 2		
5 grade levels	= 3		
5. How many students are on a Behavior Intervention Plan? <i>(Teacher responsible for the BIP. May or may not be roster student)</i>			
INTENSE: BIP must have a "safety plan" that includes all or most of the following: CPI de-escalation, physical aggression, daily data collection, Chapter 103 reports, time-intensive data analysis and planning.		x 1.5	
MODERATE: BIP includes: daily data collection on behaviors that are moderately disruptive, mild to moderate destruction of property and or interfering with the functioning, peer relationships, and/or academic achievement, not dangerous to self or others.		x 1	
MILD: BIP/FBA includes: daily check in/check out as documented on page F, simple point sheet (ex: working on Executive Functioning)		x .5	
6. How many students are on the following assessments?			
a. Iowa Alternate Assessments (grades 3-11)	x 1	___x 1	
b. ELAA Assessment (grades K-6)	x 1	___x 1	
c. Gold Assessment (preschool students only)	x 1	___x 1	
7. How many students have Medicaid billable services?		x .25	
		___x .25	
		Total	
Additional Information:			



Question 4: What procedures will a special education teacher use to resolve caseload concerns?

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

- Exceeds the point range
- Not able to meet individual student needs
- Not able to schedule a lunch or a planning period

Procedural Steps for Caseload Review (when informal problem-solving strategies in relation to caseload concerns have been attempted and exhausted by the teacher.)

1. A written request for caseload review is submitted to a building administrator.
 - 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
 - Teacher and associate schedules, as well as instructional groupings
 - Collaborative/co-teaching assignments
 - A building administrator will attempt to resolve the concern within 5 working days of the request.
2. If the caseload concerns cannot be satisfactorily resolved, the request is then sent to the Director of Special Education/designee.
 - Within 10 working days, the Director of Special Education will meet with a caseload review team (i.e. AEA, building administrator, and special education teachers) to review the request and give a recommendation to the individual's principal/supervisor.
3. Within 5 working days, the building administrator will meet with the individual and provide a written determination based upon recommendation from the caseload review team.
 - Corrective actions may include, but are not limited to:
 - realigning students
 - reviewing assignment of associates
 - reorganizing teacher resources
 - prioritizing collaboration efforts to improve the delivery of special education services to all special education students
 - hiring additional staff
4. If the person who requested the review does not agree with the determination, he or she may appeal to the Associate Superintendent.
5. Within 5 working days, the Associate 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?

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 IEPs 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 Area Education Agency (AEA) and in consultation with the Department of Education to develop an action plan designed to promote progress toward these goals.

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 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 students 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.
- 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.



Addendum

Written request for Caseload Concerns

Name: _____ Building: _____ Date of Request: _____

Description of caseload concern:

Ways you have attempted to resolve concerns:

Other possible solutions/ideas (to be considered by building administrator):

Upon submitting this request, please gather the requested information:

- Current caseload numbers
- IEP data to support concerns
- Teacher and associate schedules, as well as instructional groupings
- Collaborative/co-teaching assignments

Date Reviewed: _____ Administrator: _____

