



Perry Community School District Special Education Service Delivery Plan

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

The special education 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 Perry Community School District Board of Education approved the committee membership (February 2017) to review the Special Education Service Delivery Plan for the Perry Community School District.

Committee Membership:

Amber Kenyon – Parent, Paraeducator
Hannah Marburger – Early Childhood Special Education Teacher
Ryan Lohman – Elementary Special Education Teacher
Joyce Hegstrom—Middle School Special Education Teacher
Kris Finn – High School Special Education Teacher
Teresa Higgins – Elementary Title 1 Teacher
Molly Norton – High School Science Teacher
Laura Skeel – Director of Learning Supports
Joel Martin – Elementary Co-Principal
Mitzi Chizek – Heartland AEA Regional Director
Misty Christensen – Heartland AEA Assistant Director of Special Education/Regional Director

How Will Services be organized and provided to eligible individuals ages 3- age 21?

- **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 or 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 or the regular early childhood program that align with the Iowa Quality Preschool Program Standards (QPPS).
- **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 partnership to meet the content and skill 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.
- **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, whether in the general education classroom or elsewhere.
- **Resource Services:** Resource 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. Resource 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 Resource settings does **not** supplant the instruction provided in the general education classroom.
- **Specially Designed 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.

Notes on Continuum of Services:

- Students may receive different services at multiple points along the continuum based on the IEP.
- Students will be served in the least restrictive environment to best meet their individual needs. The district vision is for students to be in the general education setting to the greatest extent possible while meeting each students' individual needs.
- Associates may provide assistance at any level on the continuum with the understanding that the teacher (general education and/or special education) is ultimately responsible. Teacher and associate responsibilities are outlined in the ParaEducator Services Matrix (See Appendix A).
- 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.
- Perry Community Schools will adhere to federal data reporting definitions of settings for the preschool service continuum and using the Iowa Quality Preschool Performance (QPPS).
- Regular Early Childhood – Less than 50 percent children that compose the class have disabilities; and
- Early Childhood Special Education – More than 50 percent children that compose the class have disabilities.
- The continuum includes services for eligible individuals ages 3-21.

CASELOAD DETERMINATION

Kindergarten-Age 21 Determination and Monitoring

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 the Director of Learning Supports.

In determining teacher caseloads, the Perry Community School District will use the K-12 Matrix found on page 7 to determine the points of each individual receiving an instructional program in the district. On the attached matrix, a student totaling 0-5 points will be worth 1 caseload point, students totaling 6-9 points will be worth 2 caseload points, and students totaling 10 or more points will be worth 3 caseload points. A full-time caseload will be considered by the following.

Pre K: The regular early childhood program and early childhood special education programs must meet the criteria of the Quality Preschool Program Standard being implemented (QPPS) regarding maximum class size and teacher-child ratios.

K-12: A teacher may be assigned a caseload within a range of 12-18 points. This caseload limit may be exceeded if doing so does not prevent the affected teacher's ability to provide the services and supports specified in the students' IEPs. If the caseload limit is or will be exceeded by 10% for a period of 9 weeks, then a review may be requested in writing.

Note: The Director of Learning Supports and/or building principals may consider extenuating circumstances that may not be reflected in the aforementioned caseload determination categories (i.e. student homebound instruction for health related reasons).

K-12 Matrix:

1. Planning and Preparation. Reference IEP Goal Pages & Page G.			Score: 0 1 2 3
<u>0 Points</u> Student is functioning in the general curriculum at a level similar to peers.	<u>1 Point</u> Student has goals in 1 or 2 goal areas (see guidance) that are the primary responsibility of district special education personnel.	<u>2 Points</u> Student has goals in 3 or more goal areas (see guidance) that are the primary responsibility of district special education personnel.	<u>3 Points</u> Curriculum that reflects the Iowa Core essential elements is required for meaningful instruction. Iowa's Alternate Assessments are used to measure progress in all areas (literacy, math & science).
2. Specially Designed Instruction delivered by a licensed teacher. Reference IEP Page F.			Score: 0 2 4 6
<u>0 Points</u> No specially designed instruction delivered by a licensed teacher	<u>2 Points</u> Specially designed instruction regardless of setting that is delivered by a licensed teacher (see guidance) for 49% or less of the school day. Includes teaching, co-teaching, and collaborative instruction.	<u>4 Points</u> Specially designed instruction regardless of setting that is delivered by a licensed teacher (see guidance) for 50% to 74% of the school day. Includes teaching, co-teaching, and collaborative instruction.	<u>6 Points</u> Specially designed instruction regardless of setting that is delivered by a licensed teacher (see guidance) for 75% to 100% of the school day. Includes teaching, co-teaching, and collaborative instruction.
3. Health, Physical or Behavioral Support. Coded as PP on IEP Page F.			Score: 0 1 2 3
<u>0 Points</u> Student requires no health, physical or behavioral support	<u>1 Point</u> Health, physical, or behavioral support regardless of setting that is delivered by a paraprofessional for 49% or less of the school day.	<u>2 Points</u> Health, physical, or behavioral support regardless of setting that is delivered by a paraprofessional for 50% to 74% of the school day.	<u>3 Points</u> Health, physical, or behavioral support regardless of setting that is delivered by a paraprofessional for 75% to 100% of the school day.
4. Instructional Support. Coded as TA on IEP Page F.			Score: 0 1 2 3
<u>0 Points</u> Student requires no instructional support	<u>1 Point</u> Special education instructional support regardless of setting that is delivered by a paraprofessional for 49% or less of the school day.	<u>2 Points</u> Special education instructional support regardless of setting that is delivered by a paraprofessional for 50% to 74% of the school day.	<u>3 Points</u> Special education instructional support regardless of setting that is delivered by a paraprofessional for 75% to 100% of the school day.
5. Support for School Personnel. Reference IEP Page F.		Score: 0 1	
<u>0 Point</u> Noncommittal descriptions such as, "as needed" or "special education teacher is available to consult;" support is not described in the IEP; IEP states only that school personnel will be informed of their responsibilities (e.g., providing accommodations)	<u>1 Point</u> The IEP communicates a clear, ongoing commitment of support for school personnel (e.g., "special education teacher will meet 30 minutes per week with the paraprofessional and general education teachers," "special education teacher and reading teacher will meet prior to the beginning of each new unit to plan," etc.)		
Total the points derived from the Matrix to determine the total number of points for each student. 0 - 5 points on Matrix = 1 Caseload Point 6 - 9 points on Matrix = 2 Caseload Points 10 or more points on Matrix = 3 Caseload Points			

CASELOAD MATRIX GUIDANCE

Goal Areas: A goal area is a broad area of functioning (e.g., reading, behavior, etc.). If a student has two math goals, one for calculation and one for problem solving, “math” is counted as one goal area; if a student has two behavior goals, one for reducing an unwanted behavior and one for building a replacement behavior, “behavior” is counted as one goal area.

Specially Designed Instruction: If specially designed instruction is delivered by a general education teacher, the requirements of “highly qualified special education teacher” apply and include:

- Students with IEPs receive their content instruction from a teacher endorsed in the content area (math teacher for math, etc.). The special education teacher serves as a consultant to the general education teacher in IEP goal attainment, specially designed instruction, accommodations, progress monitoring, remediation for the student, and so forth, and also provides strategy and skill instruction, pre-teaching, re-teaching, and/or remediation to the student in a separate setting when needed. ^[1]_{SEP}

Support for School Personnel: General and special education teachers must have “regular and frequent” consultation. Documentation of regular and frequent consultation should be documented on Page F of the IEP.

CASELOAD RESOLUTION PROCEDURES

The following procedures are to be used to resolve concerns about special education caseloads:

- 1) A special education teacher shall request and shall be granted a meeting with the Director of Learning Supports/designee to discuss caseload. Such meetings shall be informal in nature and solution-focused. The Director/designee shall keep a record of the meeting date, teacher name, concerns, and possible revisions to caseload.
- 2) If the special education teacher feels further consideration is warranted, written notice of the concern shall be submitted to the Director of Learning Supports/designee within 5 working days following the informal conference. The written notice shall express the specific caseload concern and a suggested resolution of the concern.
- 3) The Director of Learning Supports/designee will convene a review committee within 5 working days to problem solve and listen to the concern from the referring teacher. This committee may include the Director of Learning Supports, the building principal, the special education teacher, AEA staff member, and others as designated. A written response

explaining/outlining what action will be taken to resolve the concern shall be submitted to the special education teacher, building principal and Director of Learning Supports within 5 days after the meeting.

- Prior to the scheduled meeting, relevant data shall be gathered as outlined in the Caseload Determination document contained in the District Special Education Service Delivery Plan. The teacher should also include his/her schedule. This data will be given to the Director of Learning Supports/designee at least one school day prior to the meeting.
 - During the meeting, the review committee will consider available resources, scheduling possibilities, and the provision or request for additional supports. Corrective actions considered may include but are not limited to: realigning students, reviewing assignment of associates, reorganizing teacher resources, or prioritizing collaboration efforts to improve the delivery of service to all special education students.
- 4) If the special education teacher feels the concern remains unresolved, he/she may submit a written appeal to the superintendent within 5 working days. The superintendent will respond to any requests within 5 working days. A written response shall be provided to all parties involved.
- 5) If the written response does not resolve the caseload concern, the teacher may appeal to the AEA Director of Special Education in writing, also providing a copy of the appeal to the superintendent's office.

PROGRAM EFFECTIVENESS

The district will examine their State Performance Plan/Annual Progress Report data to determine priorities and develop an action plan. If the district meets State Performance Plan/Annual Progress Report 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 Area Education Agency to meet reporting requirements.

MEETING STATE PERFORMANCE PLAN

“The district will examine their SPP/APR data, in addition to monitoring students’ progress on their individual IEP goals, 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.”

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.

Appropriate Paraeducator Services Matrix

The *Appropriate Paraeducator Services Matrix* is intended to provide guidance regarding paraeducator roles to Iowa educational practitioners (administrators, teachers, paraeducators, etc.) who provide services to PK-12 students in general and special education programs. The matrix outlines appropriate services for paraeducators in classrooms in which they are the only assistant to a teacher, in classrooms in which they are among multiple assistants to a teacher, in behavior settings, in community-based settings, or in assignments in which they travel among classrooms to assist a student or groups of students. This document does not include guidance for paraeducators in support and related services such as Occupational Therapy Assistants (OTA), Speech-Language Pathologist Assistants (SLPA), Physical Therapy Assistants (PTA), and other such roles. The *Appropriate Paraeducator Services Matrix* is intended to supplement information found in the *Guide to Effective Paraeducator Practices II* that can be found at the following web site: http://education.iowa.gov/index.php?option=com_content&task=view&id=773&Itemid=1297.

Important Notes

All paraeducators need to be provided training that results in the skills necessary to carry out their primary assignment. For example, as the chart below indicates, paraeducators can implement student behavior plans IF they are appropriately trained to do so. If not, it is inappropriate to give paraeducators that duty.

Key supports that are needed from administrators and teachers in order to ensure that paraeducators are providing appropriate services are outlined in the chart below. Additional information regarding these supports can be found in the *Guide to Effective Paraeducator Practices II* referenced above.

Administrator and Teacher Supports To Ensure Appropriate Paraeducator Services	
Administrators	Teachers
Ensuring training and support for teachers who supervise paraeducators Ensuring paraeducator training and support designed specifically for their assignments Establishing schedules that are designed to ensure appropriate supervision for paraeducators Being knowledgeable about paraeducator roles and duties Communicating clear information to parents regarding roles and duties of paraeducators	Providing clear directions, appropriate training, and appropriate supports for paraeducator duties Providing appropriate supervision for paraeducators Communicating regularly with paraeducators regarding teacher and paraeducator roles. Communicating clear information to parents regarding roles and duties of paraeducators

Appropriate Paraeducator Duties	Inappropriate Paraeducator Duties
<i>Instruction</i>	
<p>Reinforcing application of skills on previously introduced concepts. Paraeducators should be trained in how to follow, but not go beyond, teacher directions in practice and drilling sessions.</p> <p>Reinforcing previously provided “specially designed instruction”</p> <p>Generalizing accommodations in response to immediate needs.</p> <p>Paraeducators can build on skills that have been introduced to students. For example, if a student has been introduced to and trained in the use of a particular strategy, that strategy can be generalized to other subject areas or social settings with the assistance of the paraeducator. Or, if a paraeducator has been trained to verbally model grammatical correctness, that modeling can be generalized to several settings.</p> <p>Facilitating teacher instructions in small group activities Constructing instruction materials: Paraeducators can construct flash cards, games for review, or other review materials under the supervision of a teacher.</p> <p>Assisting teacher in modifying or adapting instructional strategies and materials according to the needs of the learner.</p> <p>Supervising students in work settings. Paraeducators can oversee implementation of a licensed professional’s (work experience coordinator, etc.) program for students in community or work settings, including providing feedback to students as directed by the licensed professional. They can also collect and record assessment data in those settings as directed by the licensed professional, and share that information with the licensed professional who assesses and plans for continuing needs.</p>	<p>Introducing new skills and concepts that go beyond teacher directions</p> <p>Providing “specially designed instruction”</p> <p>Planning instruction or selecting instructional materials</p> <p>Setting goals for students and/or classes</p> <p>Designing instructional materials</p> <p>Modifying the content of instructional materials</p> <p>Varying any component of scripted programming</p> <p>or making assessments and instructional decisions regarding student responses in a scripted program</p> <p>Designing student outcomes and expectations in work settings. Working with employers or other work site supervisors to design student learning outcomes, student expectations, and other developmental components of the student’s work setting program.</p>

Appropriate Paraeducator Duties		Inappropriate Paraeducator Duties	
Assessment			
<p>Collecting data. Based on direction from the teacher, a paraeducator can observe and document student social, behavioral or academic performance, if appropriately trained. The data are shared with the teacher who makes decisions on instructional needs.</p> <p>Recording and charting data</p> <p>“Checking” papers. Paraeducators can check student work for which an answer key has been provided.</p> <p>Reading tests to students. Paraeducators need to be trained in appropriate test reading procedures. <i>Important note:</i> Districts should consider technology such as text readers or other alternatives to provide support to students who need reading accommodations in tests.</p>		<p>Developing assessment materials</p> <p>Modifying the content of instructional materials</p> <p>Error analysis (See note on “checking” papers in <i>Appropriate Column</i>)</p> <p>Grading (See note on “checking” papers in <i>Appropriate Column</i>)</p> <p>Administer standardized, diagnostic assessments such as Basic Reading Inventory</p>	
Student Behavior			
<p>Implementing student behavior plans. Paraeducators need to be trained in how to follow, but not go beyond, teacher directions in implementing behavior plans.</p> <p>Implementing building-wide or classroom behavioral expectations such as PBS if appropriately trained</p> <p>Supervising students during recess, bus duty, transportation, lunch duty, study hall, and other such periods of the day in which students have unstructured time. Paraeducators can also supervise hallways and accompany students going to classrooms or other sites in the school building (gymnasium, library, etc.)</p>		<p>Developing and evaluating student behavior goals and plans</p> <p>Developing and evaluating building-wide and classroom behavioral expectations</p>	

Appropriate Paraeducator Duties		Inappropriate Paraeducator Duties
<i>Family and Parent Interactions</i>		
<p>Interactions with family members. Paraeducators may provide information regarding daily routines and upcoming events. If questions related to progress, instruction or specific student needs arise, the paraeducator should direct the family to the teacher.</p> <p>Input into individualized education program planning: Paraeducators may be a source of information regarding student response to instruction and behavior programs by sharing information gathered through observations of the student, if paraeducators have been trained in appropriate observation procedures.</p>		<p>Interactions with family members. Paraeducators should not discuss student progress, student needs, and other educational program components with family members.</p>
<i>Organizational Duties</i>		
<p>Maintaining an inventory and ordering supplies as directed by the teacher</p> <p>Maintaining an orderly, healthy, and safe environment</p> <p>Setting up and maintaining learning environments, learning centers and adaptive equipment as directed by the teacher</p> <p>Recording activities for documentation (implementation log) Copying and disseminating instructional/assessment materials Modifying the format of instructional materials (change to larger type, etc.)</p>		<p>Developing an inventory and making fiscal and organizational decisions on needed supplies</p> <p>Developing plans and routines for orderly, healthy, and safe environments</p> <p>Designing learning environments, learning centers, and adaptive equipment</p>

Appropriate Paraeducator Duties		Inappropriate Paraeducator Duties
Health Services		
Under the direction and monitoring of a health professional or health plan supervisor, a paraeducator with appropriate training may assist with the implementation of a health plan.		Assist with implementation of health plan without appropriate training Develop or modify a health plan
<p>Time Unsupervised (i.e., Indirect Supervision)</p> <p><i>The general guidelines below regarding unsupervised time are intended to be balanced with guidance in the above categories. Decisions regarding unsupervised time need to be based not only on the amount of time, but also on the appropriateness of a paraeducator's duties during that time.</i></p>		
<p>Short Periods. Paraeducators can be left unsupervised by a licensed professional during short periods of time as long as the focus of the unsupervised time is to reinforce lessons that have been designed and introduced by the teacher.</p> <p>Periodic and infrequent longer periods. Paraeducators can be left unsupervised by a licensed professional for occasional longer periods of time if the paraeducator has been trained in and can demonstrate the following skills:</p> <ul style="list-style-type: none"> o Knowing when and under what circumstances the teacher must be summoned for instructional or behavioral issues o Knowledge and demonstration of procedures for emergency situations <p>Time and specific duties need to be articulated and documented. Parents need clear information regarding a paraeducator's specific schedule and duties with their child. That information needs to be provided in a schedule or some other form of documentation.</p>		<p>Class periods on a regular basis. Paraeducators should not take the place of a teacher who is out of the classroom for daily or regularly scheduled periods.</p> <p>Should not be viewed as a substitute. Paraeducators should not regularly serve as an alternate for a special education teacher when the special education teacher is co-teaching in a general education classroom or some other regularly scheduled occurrence. *</p>

* A paraeducator who holds a substitute authorization is allowed to substitute during a teacher's absence only in the special education classroom in which the paraeducator is employed [282—14.143(272)]. IMPORTANT NOTE: The substitute authorization is not intended to replace daily or regularly planned instruction.