

## Special Education Delivery Plan 2009-2010 school year

The Cardinal Community School District was required to develop a Special Education Delivery Plan for the 2009-2010 school year. The process for plan development is listed below:

- January 2009 – Organization of process to develop the plan and recruitment of committee members, both required and volunteer
- February 2009 – School board agenda item to approve process and committee members
- February through March 2009 – Committee members to develop the plan
- April 4, 2009 – Submit plan to Dr. Mary Ellen Becker, AEA Director of Special Education, for approval

The District is now posting the delivery plan for public comment. The public comment period runs for the next thirty days. The District will take written comments about the plan until noon on October 26, 2009. Please address comments to Dr. Frank Shekleton, Superintendent, 641/652-7531, [frank.shekleton@cardinalcomet.com](mailto:frank.shekleton@cardinalcomet.com). The complete plan is posted on the District website – [www.cardinalcomet.com](http://www.cardinalcomet.com).

# Cardinal Community School District

## Special Education Delivery Plan

2009-2010

- January 2009 – Organization of process to develop the plan and recruitment of committee members, both required and volunteer
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- May 2009 – Post plan for 30 days for public approval
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| <p><b>What process was used to develop the delivery system for eligible individuals?</b></p> | <p>The delivery system was developed in accordance with the Iowa Administrative Code rule 41.408(2). The group of individuals who developed the system included the district’s school improvement advisory council. This committee included parents of eligible individuals, special education teachers, and general education teachers, administrators, and at least one, representative from Great Prairie Area Education Agency.</p>  |
| <p><b>How will service be organized and provided to eligible individuals?</b></p>            | <ul style="list-style-type: none"><li>• <b>Consulting Teacher Services:</b> Consulting teacher 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.</li><li>• <b>Co-Teaching Services:</b> Co-Teaching services are defined as the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and nondisabled students. These services are provided by the special education teacher and general education teacher in partnership to meet the content and skills</li></ul> |

needs of students in the general education classroom. These services take shape in a variety of manners. For example, 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. This means the student is receiving his or her

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|   | <p>primary instruction separate from non-disabled peers.</p> <p>*Students may receive different services at multiple points along the continuum based on the IEP.</p> <p>**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.</p> <p>***The continuum includes services for eligible individuals ages 3-21</p>  |
| <p><b>How will caseloads of special education teachers be determined and regularly monitored?</b></p> | <p>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 and/or special education coordinator.</p> <p>In determining teacher caseloads, the Cardinal Community School District will use the following values to assign points to the programs of each eligible individual receiving an instructional program in the district.</p> <p>A teacher may be assigned a caseload with no more than 100 total points. This caseload limit may be exceeded by no more than 10% for a period of no more than six weeks, if doing so does not prevent the affected teacher's ability to provide the services and supports specified in his or her student's IEPs.</p> <p><b><u>Curriculum</u></b></p> <p><b>Zero Points:</b> Student is functioning in the general education curriculum at a level similar to peers.</p> <p><b>One Point:</b> Student requires limited modifications to the general curriculum.</p> <p><b>Two Points:</b> Student requires significant modifications to the general curriculum.</p> <p><b>Three Points:</b> Significant adaptation to grade level curriculum requires specialized instructional</p> |

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 on 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.

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|  | <b>Three Points:</b> Requires more than 4 hours for assessing, planning, data collection and communication with others.  |
| <b>What procedures will a special education teacher use to resolve caseload concerns?</b>  | <p>A scheduled review of teacher caseloads will be conducted by the building principals as follows:</p> <ol style="list-style-type: none"> <li>1. At the beginning of the school year</li> <li>2. At the beginning of the second semester</li> </ol> <p>Upon review, if there appears to be an overload, the teacher may request and the principal will arrange a Caseload Assistance Team (CAT). The CAT will be comprised of 4 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.</p> |
| <b>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?</b> | The district will examine APR data to determine priorities and develop an action plan. The district will work in collaboration with the state and AEA.   |
| <b>What process will be used to evaluate the effectiveness of the delivery system of eligible individuals?</b>   | If the district meets APR requirements, the delivery system will be considered effective. If the district does not meet requirements, the process described in question 5 will be used.  |

## Cardinal Community School District

### Special Education Delivery Plan Early Childhood Addendum

#### 2009-2010

- January 2009 – Organization of process to develop the plan and recruitment of committee members, both required and volunteer
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| <p><b>What process was used to develop the delivery system for eligible individuals?</b></p>          | <p>The delivery system was developed in accordance with the Iowa Administrative Code rule 41.408(2). The group of individuals who developed the system included the district's school improvement advisory council. This committee included parents of eligible individuals, special education teachers, and general education teachers, administrators, and at least one, representative from Great Prairie Area Education Agency.</p>   |
| <p><b>How will service be organized and provided to eligible individuals?</b></p>                     | <ul style="list-style-type: none"> <li>• <b>Regular Early Childhood Program:</b> Less than 50 percent children with disabilities</li> <li>• <b>Early Childhood Special Education Program:</b> More than 50 percent children with disabilities</li> <li>• <b>Preschool Program Standards:</b> Cardinal will utilize Headstart standards</li> <li>• The ratio of adults to students for the 4 year old group is one adult per ten pupils.</li> <li>• The ratio of adults to students for the 3 year old group is one adult per eight students.</li> </ul> <p>*Students may receive different services at multiple points along the continuum based on the IEP.<br/> **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.<br/> ***The continuum includes services for eligible individuals ages 3-21</p> |
| <p><b>How will caseloads of special education teachers be determined and regularly monitored?</b></p> | <p>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 and/or special education coordinator.</p> <p>In determining teacher caseloads, the Cardinal Community School District will use the following values to assign points to the programs of each eligible individual receiving an instructional program in the district.</p>  |

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|   | <p>For 3 year olds the ratio should be no more than 1:8</p> <p>For 4 year olds the ratio should be no more than 1:10.</p> <p>For a mixed group of 3-4 year olds, the ratio should be no more than 1:9.</p>   |
| <p><b>What procedures will a special education teacher use to resolve caseload concerns?</b></p>  | <p>A scheduled review of teacher caseloads will be conducted by the building principals as follows:</p> <ul style="list-style-type: none"> <li>3. At the beginning of the school year</li> <li>4. At the beginning of the second semester</li> </ul> <p>Upon review, if there appears to be an overload, the teacher may request and the principal will arrange a Caseload Assistance Team (CAT). The CAT will be comprised of 4 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.</p> |
| <p><b>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?</b></p> | <p>The district will examine APR data to determine priorities and develop an action plan. The district will work in collaboration with the state and AEA.</p>  |
| <p><b>What process will be used to evaluate the effectiveness of the delivery system of eligible individuals?</b></p>   | <p>If the district meets APR requirements, the delivery system will be considered effective. If the district does not meet requirements, the process described in question 5 will be used.</p>   |