

# Urbandale 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 aged 3 to 21.*



*No student enrolled in the Urbandale Community School District shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in the District's programs on the basis of race, color, creed, sex, religion, marital status (for program), ethnic background, national origin, disability, sexual orientation, gender identity, age (for employment) or socio-economic background (for program). The policy of the District shall be to provide educational programs and opportunities for students as needed on the basis of individual interests, values, abilities and potential. If you have questions please contact the district office at 11152 Aurora Ave, Urbandale, IA or call 515.457.5000. The district's Equity Coordinators are Brenda Auxier-Mailey, Director of Student Services and Mark Lane, Director of Human Resources.*

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

## **Iowa Administrative Code Rule 41.408 (2) “c”**

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.

On Monday, February 23, 2009, the Urbandale Board of Education approved committee members to develop a Special Education Service Delivery Plan for Urbandale Community Schools. In the state of Iowa, all districts are required to develop a plan by September 15, 2009. The approved Service Delivery Plan must be inserted into the Comprehensive School Improvement Plan (CSIP) by September 15, 2009.

## **Overview of steps in completing this Service Delivery Plan:**

- Step 1:** The district school board approves the development of Service Delivery Plan and individuals on development committee.
- Step 2:** The committee develops the plan.
- Step 3:** The plan is available for public comment.
- Step 4:** The committee considers public comments.
- Step 5:** The AEA Special Education Director verifies plan compliance.
- Step 6:** The district school board approves the plan prior to adoption.
- Step 7:** The plan is included in the designated area of the CSIP.
- Step 8:** The plan is reviewed in connection with the 5-year accreditation cycle or earlier if required by determination given by the state.

## **Committee Members 2009**

Terry Clifton	Early Childhood Coordinator
Julia Taylor	Rolling Green Elementary Principal
Brian Coppess	Urbandale High School Associate Principal
Jadie Meyer	Coordinator of Special Education
Suzie Paulson	Parent
Kari Paulsen	Parent
Ashley Becker	Early Childhood Special Education Teacher

Melanie Fausch	Elementary Special Education Teacher
Rachelle Weis	Elementary Special Education Teacher
Cynthia Wohlford	Elementary Special Education Teacher
Christy Galt	Middle School Special Education Teacher
Eileen Mueller	Middle School Special Education Teacher
Angie Turner	Middle School Special Education Teacher
Judi Prohaska	High School Alternate Program Special Education Teacher
Cale Roe	High School Special Education Teacher
Joanne Sofen	High School Special Education Teacher
Patty VanScoy	Early Childhood General Education Teacher
Tiffany Vasquez	Early Childhood General Education Teacher
Laurie Ohland	Elementary General Education Teacher
Kori Maggart	Elementary General Education Teacher
Hollie Nord	Elementary General Education Teacher
Rachelle Dawson	Partnership Director AEA 11
Vicki Stumme	Special Education Program Assistant AEA 11

In Spring of 2013 a committee was convened to consider modifications to the current plan. Alterations were made to the evaluation plan, and the system for managing teacher caseloads. The revision committee members were:

Lisa Barton	Parent of Elementary School Student
Sawn Byrom	Parent of Middle School Student
Lisa Coffelt	Parent of Elementary School Student
Lisa Page	Parent of HS student
Stacy Vratsinas	Parent of Middle School Student
Sue Byrnes	Special Education Consultant, AEA 11
Meredith Cronin	Speical Education Teacher, Preschool
Tricia Fleagle	General Education Teacher, Urbandale Middle School
Marci Hammerand	General Education Teacher, Urbandale High School
Nicole Jespersion	Speical Education Teacher, Urbandale Middle School
Lisa Langan	Special Education Teacher, Karen Acres Elementary
Julie McKibben	Special Education Teacher, Urbandale High School
Kristen Souferer	Special Education Teacher, Preschool
Cynthia Wohlfred	Special Education Teacher, Webster Elementary School
Brian Coppess	Associate Principal, Urbandale High School
Ashley Becker	Director of Adventuretime
Loren DeKruryf	Dean of Students, Urbandale Middle School
Karla Jones	Regional Director, AEA 11
Lara Justman	Principal, Karen Acres Elementary
Jason Volmer	Coordinator of Special Education, UCSD

# How will service be organized and provided to eligible individuals aged 3-5?

## **Early Childhood Definitions**

Urbandale 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 Curriculum**

Urbandale Community Schools 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 (i.e. early childhood programs in the community).

Urbandale Community Schools will examine the preschool services annually to determine the availability of regular early childhood programs within the district.

## **Early Childhood Continuum**

### **Regular Early Childhood Program Monitored by a Licensed Early Childhood Special Education Staff:**

- **Licensure:**
  - General Education Teacher – Prekindergarten
  - Special Education (Consulting) Teacher - Early Childhood Special Education
- **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

### **Regular Early Childhood Program:**

- **Licensure:** Prekindergarten and Early Childhood Special Education
- **Teacher Responsibilities:** Provide general education and special education instruction
- **Student Population:** Less than 50% children with disabilities

### **Co-taught Early Childhood Program:**

- **Licensure:**

- General Education Teacher – Prekindergarten
- Special Education Teacher – Early Childhood Special Education
- **Teacher Responsibilities:** All aspects of classroom instruction are co-planned and co-taught
  - 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

**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
- **Student Population:** More than 50% children with disabilities

**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 3-5.

# How will caseloads of early childhood teachers be determined and regularly monitored?

## Preschool Program Standards

Urbandale Community Schools will provide a full continuum of placements by providing instructional services to eligible preschool children while adhering to the Iowa Quality Preschool Program Standards (QPPS).

The regular early childhood program and early childhood special education program will meet the criteria of the Iowa Quality Preschool Program Standards (QPPS) regarding maximum class size and teacher-child ratios.

## Caseload Determination

### Iowa Quality Preschool Program Standards (QPPS)

*Please refer to the following chart*

#### QUALITY PRESCHOOL PROGRAM STANDARD RE: PROGRAM STANDARD 10 – LEADERSHIP

TABLE 4 - Teacher<sup>1</sup>- Child Ratios Within Group Size

AGE GROUP	GR OU P SI ZE									
	6	8	10	12	14	16	18	20	22	24
Infants (birth to 15 months) <sup>2</sup>	1:3	1:4								

<sup>1</sup> Includes teachers, assistant teachers/teacher aides.

<sup>2</sup> These age ranges purposefully overlap. Programs may identify the age group to be used for on-site assessment purposes for groups of children whose ages are included in multiple age groups.

<b>Toddler/Twos (12 to 36 months)<sup>3</sup>2</b>										
12-28 months	1:3	1:4	1:4 <sup>4</sup> 3	1:4						
21-36 months		1:4	1:5	1:6						
<b>Preschool<sup>5</sup>2</b>										
2.5-year-olds to 3-year-olds (30-48 months)				1:6	1:7	1:8	1:9			
4-year-olds						1:8	1:9	1:10		
5-year-olds						1:8	1:9	1:10		
<b>Kindergarten</b>								1:10	1:11	1:12

**Notes:**

- In a mixed-age preschool class of 2.5-year-olds to 5-year-olds, no more than four children between the ages of 2.5 years and 3 years may be enrolled. The ratios within group size for the predominant age group apply. If infants or toddlers are in a mixed-age group, the ratio for the youngest child applies.
- Ratios are to be lower when one or more children in the group need additional adult assistance to fully participate in the program:
  - Because of ability, language fluency, developmental age or stage or other factors *or*
  - To meet the requirements of QPPS Verification.
- A *group or classroom* refers to the number of children who are assigned for most of the day to a teacher or a team of teaching staff and who occupy an individual classroom or well-defined space that prevents intermingling of children from different groups within a larger room or area.
- Group sizes as stated are ceilings, regardless of the number of staff.
- Ratios and group sizes are always assessed during on-site visits for QPPS Verification. They are not a required criterion. However, experience suggests that programs that exceed the recommended number of children for each teaching staff member and total group sizes will find it more difficult to meet each standard and achieve QPPS Verification. The more these numbers are exceeded, the more difficult it will be to meet each standard.

<sup>3</sup>

<sup>4</sup> <sup>3</sup> Group sizes of 10 for this age group would require an additional adult.

<sup>4</sup> © Copyright 2005 National Association for the Education of Young Children. All rights reserved.

<sup>4</sup> Iowa Quality Preschool Program Standards Adapted from NAEYC Standards; July, 2007



# How will service be organized and provided to eligible individuals kindergarten through age 21?

## Kindergarten – 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/her instructional methods using specially designed instructional 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 nondisabled students. 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. These services may incorporate several different approaches: 1) One Teach, One Observe; 2) One Teach, One Assist; 3) Station Teaching; 4) Parallel Teaching; 5) Alternative Teaching; and 6) Teaming (please refer to the *Co-Teaching Addendum* for additional information).

**Supplementary Services in the General Education Setting:** Supplementary Services in the General Education Setting 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.

**Supplementary Services in the Special Education Setting:** Supplementary Services in the Special Education Setting 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 and supplement the instruction provided in the general education classroom through Consulting Teacher Services, Co-teaching Services, or Supplementary Services in the General Education Setting. The specially designed instruction provided in these settings is in addition to the instruction provided in the general education classroom.

**Special Class Services:** 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 academic instruction separate from non-disabled peers.

**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 kindergarten-age 21.

# How will caseloads of K-12 special education teachers be determined and regularly monitored?

## 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 their building principal and/or special education coordinator.

In determining teacher caseloads, the Urbandale 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.

A teacher may be assigned a caseload within a range of 30-45 total points. This caseload limit may be exceeded by no more than 10% for a period of no more than nine 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.

### Caseload Determination Worksheet

1. How many IEP students are on your roster? \_\_\_\_\_
2. How many minutes for IEPs do you serve through direct instruction per day. \_\_\_\_\_ /120 (Do not count DI that is in a Co-Taught Setting) \_\_\_\_\_
3. How many total goals are you providing instruction for? \_\_\_\_\_ /2 \_\_\_\_\_
4. How many students on your roster will have a 3-year reevaluation this school year? \_\_\_\_\_ x 0.25 \_\_\_\_\_
- 5a. How many students have mild behavior needs identified in the FBA/BIP? **Mild Need:** Behaviors of concern include minimal or no disruption, no destruction, not dangerous to others or self (e.g., work completion, slow to start working). \_\_\_\_\_ X.5
- 5b. How many students have medium behavior needs identified in the FBA/BIP? **Moderate Need:** Behaviors of concern include moderately disruptive, mild to moderate destruction of property, and/or interfering with functioning/peer relationships/ and/or academic achievement,

not dangerous to self or others (e.g., minimal supports to maintain infrequent aggressive behavior) and/or moderate to long history, significantly disruptive, significantly interfering with functioning/peer relationships). If significantly off-task or some destruction then it's at least moderate. \_\_\_\_\_ x1.0 \_\_\_\_\_

5c. How many students have high behavior needs identified in the FBA/BIP **Severe Need:** Behaviors of concern include significantly disruptive, significantly interfering with functioning/peer relationships and/or academic achievement, significantly destructive to property, and/or dangerous to self or others (e.g., passive work refusal throughout the school day, punching holes in the classroom wall repeatedly, self-injurious behavior, etc.) \_\_\_\_\_ X2.0  
\_\_\_\_\_

6. With how many associates (not program associates) do you collaborate/direct the work of? \_\_\_\_\_

7. How many students on your roster are on the Iowa Alternate Assessment? \_\_\_\_\_ x .0.50  
\_\_\_\_\_

8. How many minutes/month of collaboration do you engage in (based on Page F of the IEP)? Do not include co-teachers or associates as they are already addressed elsewhere. Do include collaboration with parochial schools. \_\_\_\_\_/900.

For how many roster students will you be planning and supervising work experience? \_\_\_\_\_

### System Factors

1. How many minutes/week do you co teach. \_\_\_\_\_ / 225(225 is 45 min/day x5 days/week X 1.5 Weighting \_\_\_\_\_

(True co-teaching is when both teachers share instructional responsibility and accountability for a single group of students for whom they both have equal ownership.)

### Additional Supports

Do you have additional supports such as program associates to help mitigate the workload? What are they?

Additional supports will subtract points--the value of the support needs to be determined in context, and will be assigned by the central office administrator in charge of special education in consultation with the teacher and building administrator. For example, the use of program associates to do crisis intervention with students as part of their BIP may significantly reduce the effect of having moderate and high intensity behavior needs--perhaps subtracting 6 or 8 points

from a teacher with 10 points from behavior supports. A similar building support to a teacher with only 1 student with moderate behavior, would have much less mitigating effect on her load, perhaps subtracting only a point.

Total Points Subtracted: \_\_\_\_\_

**TOTAL** \_\_\_\_\_

# What procedures will a special education teacher use to resolve caseload concerns PK-12?

## Resolution Procedures

The following procedures are to be used to resolve concerns about special education caseloads (Note that the Director of Adventuretime Family Services is considered the Principal of Early Childhood Special Education programs):

- 1) A special education teacher shall request and shall be granted a meeting with the building principal/designee to discuss caseload. Such meetings shall be informal in nature and solution-focused. The principal/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 building principal/designee within five working days following the informal conference. The written notice shall express the specific caseload concern and a suggested resolution to the concern.
- 3) The building principal/designee will convene a review committee within ten working days to problem solve and listen to the concern from the referring teacher. This committee may include the building principal/designee, the special education teacher, the district administrator, an 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 and to the district Coordinator of Special Education by the principal 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 Developed Special Education Plan. The teacher should also include his/her schedule. This data will be given to the principal/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 Director of Student Services within five working days. The

Director of Student Services will respond to any requests within five working days. A written response shall be provided to all parties involved.

**Note:**

An AEA may grant an adjusted caseload status for “good cause shown.” 41.408 (2)g. A showing of good cause is highly dependent on the facts and circumstances surrounding the request and a determination of “good cause” is within the sound discretion of the AEA Special Education Director. As a general rule, “good cause” will not be satisfied by a district’s unsupported request for an adjustment to its caseload, and will typically require demonstration that the district considered other alternatives before seeking an adjustment. As with all special education questions, the primary concern should be the district’s ability to provide FAPE in the LRE to the eligible individuals it serves.

How will the delivery system for eligible individuals meet the targets identified in the state's performance plan (SPP) 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**

The district will examine their State Performance Plan(SPP)/APR data, Special Education Indicator data, and any available aggregated IEP goal data to determine priorities and develop an action plan.

If the district fails to meet SPP/APR requirements, the delivery system will not be considered effective. Effectiveness on other measures will be judged based on goals set by appropriate goal setting body convened by the administrator leading special education for the district.

If the district does not meet requirements/expectations, the district will work in collaboration with the State and Area Education Agency (AEA) to develop appropriate plans using continuous quality improvement methodology.

## **Special Education Service Delivery Plan**

### **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 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.
  - 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 (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.

## Co-Teaching Addendum

The Iowa Department of Education advocates Marilyn Friend's co-teaching guidelines. Co-teaching involves two or more certified professionals who contract to share instructional responsibility for a single group of students primarily in a single classroom or workspace for specific content or objectives with mutual ownership, pooled resources and joint accountability. (Friend & Cook, 2000) There are six approaches to a co-teaching model: one teach, one observe; one teach, one assist; parallel teaching; station teaching; alternative teaching; and team teaching. Each of these approaches may be used in a co-teaching partnership and are most effective when the selection of approach is based on student characteristics and need, teacher characteristics and need, curriculum content and strategies, and pragmatic considerations. The following descriptions and percentages serve as a guide in the amount of time spent in each approach.

**5% One Teach, One Observe.** One of the advantages in co-teaching is that more detailed observation of students engaged in the learning process can occur. With this approach, for example, co-teachers can decide in advance what types of specific observational information to gather during instruction and can agree on a system for gathering the data. Afterward, the teachers should analyze the information together.

**5% One Teach, One Assist.** In a second approach to co-teaching, one person would keep primary responsibility for teaching while the other professional circulated through the room providing unobtrusive assistance to students as needed.

**20% Parallel Teaching.** On occasion, student learning would be greatly facilitated if they just had more supervision by the teacher or more opportunity to respond. In parallel teaching, the teachers are both covering the same information, but they divide the class into two groups and teach simultaneously.

**30% Station Teaching.** In this co-teaching approach, teachers divide content and students. Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group. If appropriate, a third station could give students an opportunity to work independently.

**20% Alternative Teaching.** In most class groups, occasions arise in which several students need specialized attention. In alternative teaching, one teacher takes responsibility for the large group while the other works with a smaller group.

**20% Team Teaching.** In team teaching, both teachers are delivering the same instruction at the same time. Some teachers refer to this as having one brain in two bodies. Others call it tag team teaching. Most co-teachers consider this approach the most complex but satisfying way to co-teach, but the approach that is most dependent on teachers' styles.

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**100% Co-Teaching Partnership**

# Co-Teaching Partnership

Marilyn Friend & Lynne Cook

Resources:

Co-Teaching Connection  
<http://www.marilynfriend.com/>

Iowa Department of Education Animated Co-Teaching Models:  
[http://www.avsgroup.com/portfolio/motiongraphics/AS\\_CSR2.asp](http://www.avsgroup.com/portfolio/motiongraphics/AS_CSR2.asp)

Power of Two:  
<http://www.powerof2.org/>

*Power of 2* Videotape and Guide by Marilyn Friend  
*How to Co-Teach to Meet Diverse Student Needs* Videotape

