

Center  
Point-  
Urbana  
Community  
School  
District

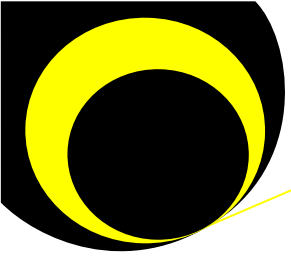
**CPU**

**2009**

---

A system for delivering instructional services including a full continuum of services and placements to address the needs of eligible individuals ages 3-21

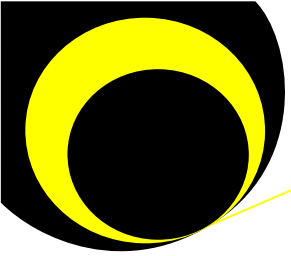
**Special Education  
Service Delivery Plan**



# Table of Contents

What process was used to develop the delivery system for eligible individuals?.....	3
How will services be organized and provided to eligible individuals age 3-12?.....	5
How will caseloads of special education teachers be determined and regularly monitored? .	7-11
What procedures will a special education teacher use to resolve caseload concerns?.....	12
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? .....	13
What process will be used to evaluate the effectiveness of the delivery system for eligible individuals? .....	13
Assurances .....	15

DRAFT



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

---

## Iowa Administrative Code Rule 41.408(2) C

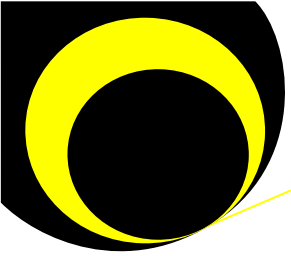
The delivery system was developed in accordance with Iowa Administrative Code rule 41.408(2) C. The group of individuals who developed the system included parents of eligible individuals, special education teachers, general education teachers, administrators, and at least one representative of the AEA.

On February 16, 2009, the Center Point-Urbana Community School District Board of Education approved the established committee and the process to complete a Special Education Service Delivery Plan for Center Point-Urbana Community Schools. In the state of Iowa, all districts are required to develop a plan by September 14, 2009. The approved Service Delivery Plan must be inserted in the Comprehensive School Improvement Plan (CSIP) by September 15, 2009.

---

## Overview of the 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 AEA Special Education Director verifies plan compliance.
- Step 5:** The district school board approves the plan prior to adoption.
- Step 6:** The plan is included in the designated area of the CSIP.
- Step 7:** The plan is reviewed in connection with the 5 year accreditation cycle or earlier if required by determination given by the state.



## Committee Members

### Parent Representatives:

Dawn Farmer  
Carolyn Smith  
Tracy Beauregard

### Special Education Representatives:

Kathy Partridge  
Sue Kuehl  
Carl Kirkpatrick

### General Education Representatives:

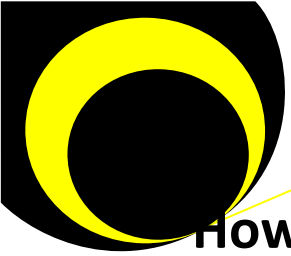
Faith Rhinehart  
Cindy Heitshusen  
Cathy Husmann

### Administration Representatives:

Jon Hasleiet  
Brent Winterhof  
Rob Libolt  
Jennifer Burkhart  
Alan Marshall

### Grant Wood AEA Representatives:

Jeanie Wade-Nagle  
Barb Hunt



## How will service be organized and provided to eligible individuals age 3 through age 21?

---

**General education with consultation** The student is served in the general education classroom without any accommodations or modifications to the content of curriculum, instruction, testing or grading. The service provider is responsible for consulting with general education teacher and monitoring the student's progress according to the IEP. This would include speech, occupational therapy, physical therapy, visually impaired, and hearing impaired.

**General education with consultation/accommodations** The student is served in the general education classroom with consultation and support from the special education teacher. The general education teacher is responsible for direct instruction, testing, grading and behavioral management as specified in the IEP. The special education teacher support *may* include assisting the general education teacher with the design and preparation of materials, adaptations and accommodations. The special education teacher is responsible for monitoring the student's progress on IEP goals.

**General education with special education support in the general education classroom** The student receives special education support for the general education curriculum in the general education setting. The special education teacher, support service provider, or paraprofessional will be in the general education classroom to provide direct instruction, instructional support, or other assistance to the student or a group of students, through models such as collaborative or co-teaching. The special education teacher/service provider is responsible for monitoring the student's progress on IEP goals.

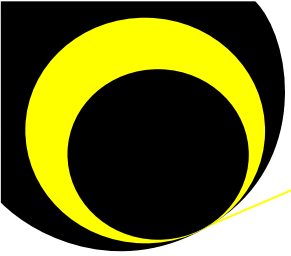
**General education with direct special education support outside the general education classroom** The student receives special education support outside the general education setting. The student receives the general education curriculum at the appropriate level to meet the individual student's needs. When the services cannot be appropriately provided in the general education setting, the student may receive selected services or all services he/she needs in a separate educational setting (including, but not limited to special classes, special schools, home instruction, and instruction in hospitals and institutions). The special education teacher/service provider is responsible for monitoring the student's progress on IEP goals.

### 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 3-21



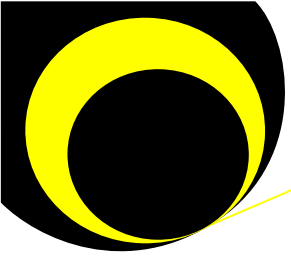
## **Early Childhood Special Education**

Center Point-Urbana School District provides an Early Childhood Special Education Program. The examples provided in the Center Point-Urbana District Developed Service Delivery Plan document for “Continuum of Services” are applicable for preschool children by substituting “Regular Early Childhood Program” for “general education” and “Early Childhood Special Education Program” for “special education classroom”.

The district provides access to this continuum for all eligible individuals based on their IEP. Services may be provided by the special education teacher who holds a valid practitioner’s license in ECSE or in combination with the general education teacher who holds a valid practitioner’s license and holds an endorsement that includes prekindergarten. The ECSE teacher is responsible for monitoring the child’s progress on IEP goals.

The Early childhood special education program and regular early childhood programs at Center Point-Urbana School District implement the Iowa Quality Preschool Program Standards as defined by the Iowa Department of Education.

DRAFT



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

---

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 Center Point-Urbana 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 up to 100-110 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.

### Curriculum

**Zero Points:** Student is functioning in the general education curriculum at a level similar to peers

**One Point:** Student requires limited modifications to the general curriculum

**Two Points:** Student requires significant modifications to the general curriculum

**Three Points:** Significant adaptation to grade level curriculum requires specialized instructional strategies. Alternate assessment is used to measure progress

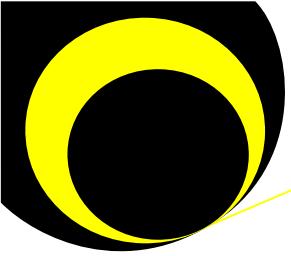
### IEP Goals

**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 of 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

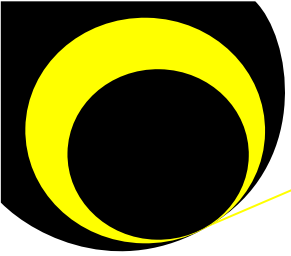
**Assistive Technology**

**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



FBA/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

**Three Points:** Requires more than 4 hours for assessing, planning, data collection and communication with others

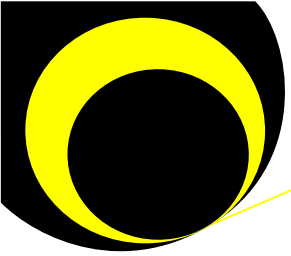
\*The attached matrix will be used for caseload determination.

DRAFT

	Curriculum	IEP Goals	Specially Designed Instruction	Joint planning and consultation	Paraprofessional Support	Assistive Technology	FBA/BIP
Zero Points	Student is functioning in the general education curriculum at a level similar to peers	Student has IEP goals instructed by another teacher or service provider.	Student requires no specially designed instruction	Joint planning typical for that provided for all students	Individual support needed similar to peers	Assistive technology use is similar to peers	Student requires no FBA or BIP
One Point	Student requires limited modifications to the general curriculum	Student has 1-2 IEP goals.	25% or less of instruction is specially designed and/or delivered by special education personnel	Special education teachers conduct joint planning with 1 general education teacher or paraprofessionals over the course of each month	Additional individual support from an adult is needed for 25% or less of the school day	Assistive technology requires limited teacher-provided individualization and/or training for the student	Requires limited time assessment, planning, data collection and communication with others (not more than 2 hours per month)
Two Points	Student requires significant modifications to the general curriculum	Student has 3 IEP goals.	26-75% or less of instruction is specially designed and/or delivered by special education personnel	Special education teachers conduct joint planning with 2 to 3 general education teachers or paraprofessionals over the course of each month	Additional individual support from an adult is needed for 26% to 75% of the school day	Assistive technology requires extensive teacher-provided individualization and/or training for the student	Requires 2 to 4 hours monthly for assessing, planning, data collection and communication with others
Three Points	Significant adaptation to grade level curriculum requires specialized instructional strategies. Alternate assessment is used to measure progress	Student has 4 or more IEP goals.	76 to 100% of instruction is specially designed and/or delivered by special education personnel	Special education teachers conduct joint planning with more than 3 general education teachers or paraprofessionals over the course of each month	Additional individual support from an adult is needed from 76% to 100% of the school day	Assistive tech requires extensive teacher-provided individualization and/or training for the student- Significant maintenance and/or upgrades for continued effective use are anticipated	Requires more than 4 hours for assessing, planning, data collection and communication with others

**Point Total:** \_\_\_\_\_





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

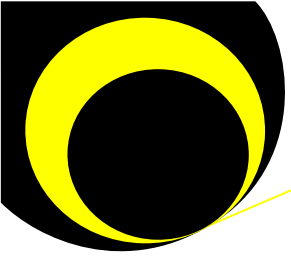
---

A scheduled review of teacher caseloads will be conducted by the building principal as follows:

1. at the beginning of the school year,
2. by November 30,
3. by January 30, and
4. by April 1 to plan for the following school year.

Upon review, if there appears to be an overload, the teacher may request and the principal will arrange a Caseload Assistance Team (CAT) meeting. 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.

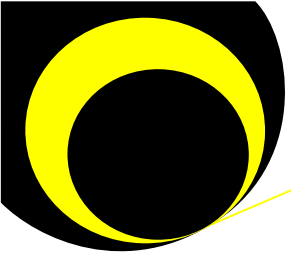
At any other time, a teacher may request a caseload review by submitting, in writing, the request to the building principal. The building principal must convene the CAT within 10 working days. A resolution and written decision must be made available to the teacher within 5 days after the CAT meeting.



**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?**

---

The district will examine their SPP/APR (State Performance Plan/Annual Progress Report) data 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.



## Plan available for Public Comment

---

### Public Comment Draft

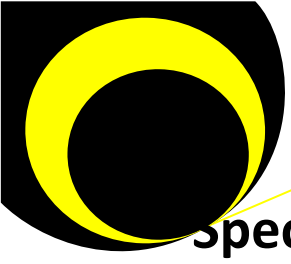
The Iowa Administrative Rules of Special Education require each school district to develop a plan for the delivery of special education services. Districts must make the plan available for public comment. If you have comments that you wish to be considered before this plan is finalized, please submit those comments to:

Alan Marshall, Superintendent

[amarshall@cpuschools.org](mailto:amarshall@cpuschools.org)

Comments must be received by (date): June 15-July 5

DRAFT



# 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 the plan for creating a system for delivering specially designed instructional services.

The district assures 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.