



Monticello Community School District

Special Education Services Delivery Plan

2014-2018

District Vision

Providing rigorous, authentic, personalized learning utilizing the local and global communities

Mission

The mission of the Monticello Community Schools, a district striving for educational excellence, is to prepare students through challenging experiences, to be caring, productive, creative citizens who will be life-long learners

Core Values

Effective Instruction

Technology & 21st Century Learning

Collaborative Relationships

Broad District Goals

- Increase student achievement in reading, math and science
- Produce students that will exhibit respect for self, others, living things and property
- Produce students that will exhibit competency in essential knowledge and skills matching his or her ability
- Produce students that exhibit civic, global and environmental responsibility
- Produce students that exhibit technological skills

Table of Contents

Plan Component	Page Number(s)
Steps to Developing the Plan	3
Iowa Administrative Code	3
Committee Members	4
Continuum of Services	5-7
Caseload Determination	8
Caseload Determination Points Continuum	9
Plan Evaluation	10
Assurances	10

Overview of the Steps to Completing the Services Delivery Plan

- Step 1:** The Monticello School Board will approve the development of a Special Education Service Delivery Plan and those that will serve on the planning committee.
- Step 2:** The Committee works to develop or review the plan.
- Step 3:** The plan is available on the district website for public comment.
- Step 4:** The AEA Special Education Director verifies plan compliance.
- Step 5:** The Monticello Community School Board approves the plan and/or plan reviews prior to adoption
- Step 6:** The plan is included in the district Comprehensive School Improvement Plan (CSIP)
- Step 7** The plan is reviewed in on a 5 year basis as part of the district's Comprehensive School Improvement cycle.

Iowa Administrative Code

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 from the AEA.

The Monticello Community School District's first Special Education Service Delivery Plan was developed in 2008. On May 28th, 2014 the Monticello Community School District Service Delivery Plan committee reviewed the plan. The committee made the necessary modifications and adjustments they believed were relevant to the district's education of students entitled to special education services.

Committee Members

Parent Representatives

- Donna Sauser
- Jill McDermott
- Angie Fairley
- Michelle Dirks

Special Education Teacher Representatives

- Andrea Janssen, K-1
- Shannon Guyer, 9-12
- Susan Weaver, 9-12
- Renee Barkema, 2-4
- Vicki Edwards, 2-4
- Breanna Welter, PK
- Rachel Brindle, PK
- Kelly Luckstead, 5-6
- Amanda Stoll, 7-8

General Education Teacher Representatives

- Dana Merfled, K-1
- Robyn Ponder, 3
- Erin Adams, 5
- Jessica Hillers, 9-12
- Jolene Schlemme, 1

Administrative Representatives

- Gretchen Kriegel, Curriculum & Special Education
- Brent Meier, Middle School
- Denny Folken, Elementary

Grant Wood AEA Representatives

- Bart Mason, Regional Administrator
- Vickie Bone, Consultant
- Hannah Robson, School Psychologist

Continuum of Services for Students Ages 3-21

The Monticello Community School District will provide access to the following continuum of services for all eligible individuals based on their IEP. Services may be provided within the district, or through contractual agreements with other districts and/or agencies. Students may receive services at multiple points along the continuum based on the IEP. A trained paraprofessional may support students along the continuum.

General Education with Consultation:

Consulting Teacher services are defined as indirect services provided by a certified special education teacher to a general education teacher. These may include, but are not limited to 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. The special education teacher is responsible for monitoring the student's progress on IEP goals.

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. A special education teacher provides co-teaching services in partnership with a general education teacher to meet the content and skill needs of students in the general education classroom setting. 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. The special education teacher is responsible for monitoring the student's progress on IEP goals.

Collaboration 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. The special education teacher is responsible for monitoring the student's progress on IEP goals.

Complementary Services:

Complementary 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

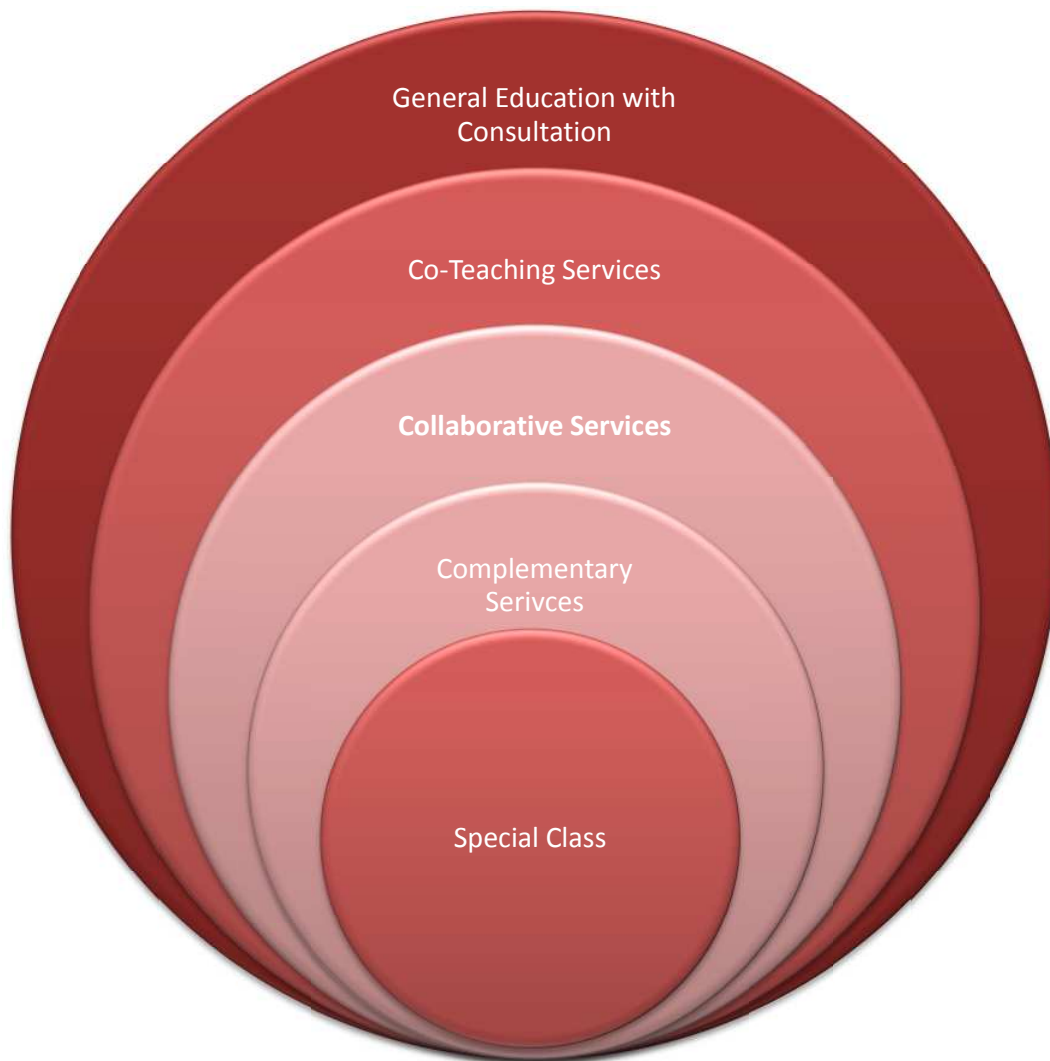
certified special education teacher to provide supplementary instruction that cannot otherwise be provided during the student's regular instruction time. These services are provided in an individual or small group setting for a portion of the day. Complementary services supplement the instruction provided in the general education classroom through Consulting Teacher services or Collaborative/Co-teaching services. The specially designed instruction provided in complementary settings does NOT replace the instruction provided in the general education classroom. The special education teacher is responsible for monitoring the student's progress on IEP goals.

Special Class:

Special Class services are 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. Instruction provided 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. The special education teacher is responsible for monitoring the student's progress on IEP goals

Integrated Preschool/Early Childhood Special Education (ECSE):

The Monticello Community School District has instructional services and placements for preschool children in the regular early childhood program. Children are served in the regular education childhood classroom by a teacher who holds a valid teaching license that includes prekindergarten and early childhood special education endorsements. The teacher is responsible for direct instruction, preparation of materials, adaptations to materials, as well as accommodations and modifications in implementing the IEP. The Monticello Community School District's regular early childhood program will implement the criteria of the Iowa Quality Preschool Program Standards.



Caseload Determinations

Ongoing Process:

Caseloads will be tentatively set in the spring for the following school year. Caseloads may be modified in the fall of each year based on summer registration and actual fall enrollments. Caseloads will be reviewed at least twice during the school year by the District Special Education Director or by teachers with their individual building level principal.

Caseload Capacity Guidelines:

A teacher caseload will be considered full at 48 total points. Open enrollment and tuition-in will be capped when a teacher's caseload numbers for a specific program read 40 points to ensure room in programs for district resident students.

Process for Review and Resolving Caseload Concerns:

If a teacher's caseload exceeds a total of 48 points, the teacher, principal and district special education director will meet to discuss whether the teacher is able to provide the services and supports specified in his/her students' IEPs. If the teacher is able to meet the demands of the IEPs, no further action is needed. If the teacher is unable to provide the services and supports specified in his/her student's IEPs, a plan of action will be developed. If the teacher is not satisfied that the plan of action will meet the requirements of his or her students' IEPs the teacher may initiate the process for resolving caseload concerns.

1. Upon review, if there appears to be an overload, the teacher may request and the building principal will arrange a Caseload Assistance Team (CAT) meeting.
2. The building principal must convene the CAT within 5 working days.
3. A resolution and written decision must be made available to the teacher within 5 working days after the CAT meeting.
4. The CAT will comprise of 4 teachers, the district special education director, an AEA representative, and the building principal.
5. The CAT will make recommendations as to whether there is a need for adjustments to a teacher's schedule or roster.

Caseload Determination Points Continuum (K-12):

Area	Points	Total Points for Caseload
Number of Students on Roster	1 per student	
Students provided up to 2 hours per day of direct instruction by the teacher	1 per student	
Students provided between 2 and 5 hours of direct instruction per day	2 per student	
Students provided 5 or more hours of direct instruction per day	4 per student	
Three-year reevaluations during the current school year	.25 per re-eval	
Has a one or more students on Iowa Alternate Assessment	1 point per classroom	
Each student for whom the teacher plans and supervises a Work Experience	1 per student	
Each teacher with whom the special education teacher co-teaches	1 point per co-teacher	
Each student who is dependent on an adult for physical needs	1 point per student	
Each student who has a Behavior Intervention Plan (BIP)	2 per BIP	
Each paraprofessional with whom the special education teacher collaborates with	1 per para	
Each student served off-site (e.g. hospital, homebound, general education, CPI/Home Schooled, etc.)	1 per student	
Each general education classroom for which the special education provides in class support	.5 per classroom	
A student attending Career Connections (School-to-work transition program/ 5th Year Senior)	.25 per student	

Evaluating the Effectiveness of the Service Delivery Plan:

The district will examine their EdInsight Special Education Service Delivery Data and Annual Progress Report (APR) data to determine priorities and develop action plans. If the district meets Adequate Yearly Progress (AYP) requirements for students eligible for special education services, the delivery system will be considered effective. If the district does not meet requirements it will work in collaboration with various support networks including the AEA to action plan and make recommendations for improvements.

Assurances

The Monticello Community School District assures that it provides a system for delivering specially designed instructional services including a full continuum of services to address the needs of entitled individuals ages 3-21 and shall provide the following:

1. The provision of accommodations and modifications to the general education environment and program, including settings and programs in which eligible individuals ages 3-5 receive specially designed instruction, including strategies and instructional materials.
2. The provisions of specially designed instruction and related activities through cooperative efforts of 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 that the Monticello Community 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 or eligible individuals, special education teachers, general education teachers, administrators, and at least one representative from the AEA.

The district assures that the AEA Special Education Director verified the delivery system is in compliance with Iowa Administrative Rules of Special Education.