Boone Community School District
Special Education Instructional Services Delivery System

Introduction
In July 2008, new administrative rules of special education were enacted by the Iowa legislature. These new rules require districts serving special education students to describe their specific delivery systems and submit them for approval to their local school boards and area education agencies.

The following document is a description of the Boone Community School District’s special education delivery system as developed by the Core Special Education Committee and the District School Improvement Committee appointed by the Board of Education. The system’s purpose is to provide useful information to interested persons and serve as a guide for making educational decisions.

Persons with questions or concerns about this document are encouraged to contact:

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Acknowledgments

The following persons were instrumental in developing the Boone Community School District’s Special Education Delivery System. Their efforts in creating this document are greatly appreciated.

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Boone Community School District

Mission

The mission of the Boone Community School District is to provide an educational environment that promotes academic and extra curricular excellence and the development of good character in our students.

Vision Statement

The vision of the Boone Community School District, working in partnership with families and the community, is to provide each student with challenging educational opportunities in a safe, supportive environment in order to ensure the development of productive, caring, and engaged citizens who are successful lifelong learners.

Belief Statements

• We believe that continuously improving academic achievement for all students is the primary focus of our school system.

• We believe a professional, high quality staff is essential to achieve academic excellence. We expect staff to be innovators, motivators, and positive role models for students.

• We believe that high quality professional development is required to support the continuous improvement of instruction necessary to increase student achievement.

• We believe positive family and community engagement in the educational process is vital to the success of students.
• We believe a quality school system must be responsive to community needs and accountable for results.

• We believe that a rigorous and relevant curriculum, supported by effective teaching and learning practices, is essential to providing students with a quality educational experience.

• We believe student learning occurs best in a safe, caring, positive environment supported by quality facilities and resources.

• We believe a quality school system embraces diversity and promotes respect.

Educational Levels and School Buildings Included in System:

- Page Elementary, Preschool-1 grades
- Lincoln Elementary, Preschool-1 grades
- Franklin Elementary, 2-4 grades
- Middle School, 5-8 grades
- High School, 9-12 grades
- Futures, 9-12 grades
Part I: Delivery System for Eligible Individuals

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.

The Boone elementary schools provide services for grades Preschool-4 are organized in traditional classroom settings. There are usually 7-8 sections per grade level. Title I reading is available to eligible students in grades K-3. Fifth-8th grade are served through an organization based on the middle school teaming concept. High school grades 9-12 follow a traditional 8-period class day. Students with specific learning needs and who cannot be served in that setting can be served through the alternative high school program, Futures (for ages 16-20), or Des Moines Area Community College Credit Recovery Program may serve ages 17 and older or the GED program.

The district expects all classroom instruction to reflect developmentally appropriate practices and provide accommodations for various learning styles. A variety of assessment methods are used to monitor student growth and development. The district assigns primary responsibility for the design of accommodations and modifications to the classroom teacher. The school district has established Building Assistance Teams (BAT) when additional assistance is needed to support student needs. These teams are composed of guidance counselors, regular education and special education teachers, administrators, and AEA team members. Training for team members is ongoing.

The BAT provides a process for addressing concerns about student progress and behavior. BAT members help design interventions to facilitate improvement in academic achievement and student behavior. The BAT provides a structure wherein any teacher may receive additional support to enable him/her in providing interventions, accommodations, and modifications in general education classroom settings. Each team utilizes a specific problem solving process in order to make informed decisions regarding individual student’s needs. Educators and parents collaborate to assure that needs of the student are met in appropriate settings. A case coordinator is responsible for monitoring interventions to be carried out in the regular education classroom. In cases requiring specialized expertise, AEA staff will be asked to assist in implementing interventions.

When the intensity of the student’s problem or the need for resources is so great that there is little question regarding the need for special education services, the AEA staff conducts further assessments after securing a parental signature requesting such evaluation. The BAT collaborates with AEA personnel in providing convergent data in instances when a greater level of service is indicated. If
the need for special education services delivered through an Individual Education Plan (IEP) is established, the staffing team assumes responsibility for the appropriate distribution of services among the different programs.

The special education services at Pre-K - 4 are delivered by certified special education teachers. Services are provided as dictated by the IEP at the 3 elementary buildings. The number of special education teachers varies and is based on student need.

At the Middle School (5-8), there are approximately 10-15 certified special education teachers who provide services for students as dictated by the IEP.

At the High School (9-12), there are approximately 10-15 certified special education teachers who provide services for students as dictated by the IEP.

Decisions about the role the special education teacher will play in the general education classroom are based on the needs of the students and State and Federal guidelines on Teacher Quality. Student IEP decisions are made by the special education teacher in collaboration with parents, students, AEA staff and other members of the IEP team. Special education and general education teachers’ collaborative planning includes: accommodations and modifications, processes for monitoring the IEP in the general education classroom, working with small groups of students on needed learning strategies and skills, consultation and support.

**Least Restrictive Environment**

- Special education services will be provided in the least restrictive environment. This may include the general education classroom and/or the special education classroom. The IEP team makes the determination of the least restrictive environment for each special education student.

- Students with unique needs (i.e., those requiring residential treatment) may be educated in the district in which those services are located.

- Special education supports may be utilized as needed to facilitate the student’s integration into a general education classroom.
Other LRE Considerations

- Elementary  415 minutes daily
- Middle School  416 minutes daily
- High School  420 minutes daily

The minutes in the school day are calculated from starting bell to ending bell. If the IEP directs that the student needs a shortened day, the school day is calculated from the time their day begins to the time it ends.

Roles of Educators and Teams within the Model

All members of the team will communicate and support the vision, beliefs and goals of the delivery system.

I. Administrators

- Use special education student achievement data to improve the achievement of special education students.
- Facilitate and support information and staff training about best educational practices.
- Encourage creative solutions that promote a collaborative delivery of services that follow the rules/procedures of the law.
- Ensure students and parents are fully part of the school community and all students have equal access to courses and activities.
- Network with other buildings to support positive change.
- Ensure a problem solving team is active and productive within the building.
- Review IEP’s as part of special education teacher evaluation.
- Walk Through review of implementation of special education staff development in a classroom setting.
II. Special Education Teachers

- Inform parents of their rights.
- Maintain confidentiality about special education students and their programming.
- Educate and support staff regarding special education requirements, accommodations/modifications and the law.
- Collaborate with the full team (parents, students, educators and other supports) by providing recommendations, assistance and support to general educators in the areas of instructional modifications and accommodations, positive behavioral management, IEP monitoring, student progress, curriculum, health and physical concerns.
- Case manage and coordinate student services, implementation and development of IEP’s, evaluations, team meetings, etc.
- Use student assessment and testing data to inform instructional practices and the delivery of curriculum.
- Set high expectations for special education students and provide support as needed so students can meet these expectations.
- Use research based instructional practices in the classroom.
- Communicate student programs between home and school.

III. General Educators

- Maintain confidentiality about special education students and their programming.
- Assure and communicate that each student is a member of the class.
- Develop the structure of the class, including general curriculum, discipline policy, physical layout, and materials.
• Collaborate, develop and implement (with the special educators) the support services, and accommodations/modifications needed, per the IEP, to ensure student success in the least restrictive environment.

• Share curriculum outcomes, curriculum modifications/adaptations and class and individual management plans.

• Collaborate with the full team: parents, students, special educators and other support staff.

• Develop partnerships and network with other educators.

• Use student assessment and testing data to inform instructional practices and the delivery of curriculum.

• Set high expectations for special education students and provide support as needed so students can meet these expectations.

• Use research based instructional practices in the classroom.

• Understand the nature of disabilities within the special education population.

IV. Associates

• Maintain confidentiality

• Facilitate the inclusion of students in the general education classroom.

• Participate in team planning as agreed upon by special and general educators.

• Implement modifications and lessons developed by the team.

• Provide direct instruction to small groups and individuals, as directed by the special education teacher.

• Assist and support the classroom teacher with instruction and supervision.

• Collaborate with educators to determine appropriate accommodations and modifications of curriculum and instruction.
• May inform when appropriate.

V. Problem Solving Teams

• Facilitate the development of appropriate educational/behavioral intervention in the general education environment.
• Communicate effectively with one another and share in decision-making.
• Support the implementation of intervention plans.
• Support a system process for evaluating, collecting and reviewing student progress during the intervention plan period.
• Continue to review research on the use of instructional approaches, and support material (e.g. technology) that can help more special education student reach the achievement levels of their peers.

VI. IEP Teams

• Support student focused decision-making.
• Determine services that support the student in the least restrictive environment.
• Determine accommodations and modifications of classroom curriculum and instructional methods to support the student.
• Include parents as equal partners in the planning and implementation of the student education plan.
• Include outside agencies, when appropriate, in the planning and implementation of the student education plan.
• Discuss transition planning and implementation of the student education plan.
• Monitor placement of the student in the Least Restrictive Environment (LRE).
• Implement diverse instructional strategies that have been part of district staff development in their classrooms.
Part II: Organization of Services Provided to Eligible Individuals

Continuum of Services
Nominal Support: The student receives specially designed instruction and/or supports from a certified special education teacher. Services provided by the special education teacher could be delivered through consulting, co-teaching, collaboration, resource, and/or special class. Special education teacher time commitment is less than 5 hours per week.

Targeted Support: The student receives specially designed instruction and/or supports from a certified special education teacher. Services provided by the special education teacher could be delivered through consulting, co-teaching, collaboration, resource, and/or special class. Special education teacher time commitment is between 5 and 12.5 hours per week.

Sustained Support: The student receives specially designed instruction and/or supports from a certified special education teacher. Services provided by the special education teacher could be delivered through consulting, co-teaching, collaboration, resource, and/or special class. Special education teacher time commitment is between 12.5 and 24 hours per week.

Intensive Support: The student receives specially designed instruction and/or supports from a certified special education teacher. Services provided by the special education teacher could be delivered through consulting, co-teaching, collaboration, resource, and/or special class. Special education teacher time commitment is more than 24 hours per week.

Definitions of Services
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 instruction 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 entitled students and general education 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 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 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 entitled individual student or to a group of entitled students, 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.

**Resource Services:** Resource services are defined as direct specially designed instruction provided to an entitled individual student or to a group of entitled students by a certified special education teacher to provide supplementary instruction that cannot otherwise be provided during the student’s general education instruction time. These services are provided in an individual or small group setting for a portion of the day. The specially designed instruction provided in Resource settings supports the instruction provided in the general education setting.

**Special Class:** Special Class services are defined as direct specially designed instruction provided to an entitled individual student or to a group of entitled students 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 peers in the general education setting.

**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.*
Part III: Determination of Caseloads of Special Education Teachers

The caseload is the teachers’ responsibility to implement the Students Individual Educational Plans and other teacher responsibilities. Preferred caseload for special education teachers will be determined by the amount of student contact required to meet the demands of the elementary students’ IEP requirements.

The middle school and high school special education teacher’s caseload will average 15 to 25 points. Points will be calculated using the following guidelines:

Nominal to Targeted Support = 1 point per student on roster + 3 points per each class period teaching in general ed or resource.

Targeted to Sustained Support = 2.5 points per student on roster + 1 point per each alternative assessment

Sustained to Intensive Support = 3.5 points + 1 point per each alternative assessment

*1 associate per Special Education Classroom
2 associates in Sustained to Intensive Support classrooms or if needed to serve 2 grade levels
1:1 associates determined by IEP - All workload contact depends on the needs of the students.

Part IV: Resolving Caseload Concerns

A Scheduled review of teacher caseloads will be conducted by the building principals as follows:

- At the beginning of the school year
• By October 31, and
• No later than May 15

Upon review, if there appears to be an overload, the teacher may request to the principal and the principal will arrange an IEP review team meeting. The IEP review team will be comprised of one special education teacher, general education teacher, building administrator, and AEA representative. The IEP review team 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 request to the building principal. The building principal must convene the IEP review team within 5 working days. A resolution and written decision must be made available to the teacher within 5 days after the IEP review team meeting.

Part V: – System Evaluation

Feedback from parents, teachers and students is essential in determining the effectiveness of the system. As a part of the Comprehensive School Improvement Process the special education program in the Boone community Schools will be extensively reviewed every five years. A year prior to a district site visit the following will be conducted:

• Survey of 20% of the general education teachers
• Survey of all special education teachers
• Survey of all building administrators
• Survey of the superintendent (or his/her designee)
• Survey of general education intervention team members
• Survey of randomly selected parents
• Survey of all AEA team members serving Boone Community School District
• Randomly selected special education teachers will partake in a records review exercise
• Revision of the LEA plan per committee work

In addition, each year selected students in grades 7, 9 and 12 will complete a survey. This information will be considered to improve the special education services in the district.

**Process for Evaluation Effectiveness**

The district will examine their SPP/Annual Progress Report data to determine priorities and develop an action plan. If the district meets SPP/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 AEA.

**Evaluation**

<table>
<thead>
<tr>
<th>Types of Change (KASAB)</th>
<th>Evaluation Questions</th>
<th>Data Point</th>
<th>Data Source</th>
<th>Data Collection Method</th>
</tr>
</thead>
</table>
| Nominal to Targeted Support special education student make minimum of a years progress | We want to know how many students met and exceeded this goal. We want to know what student did not meet this goal and what needs to change in the | 1. ITBS/ITED/NWEA/ DIBELS test data and Marie Clay Observational Survey 2. IEP goals and discrepancy data charts on student IEPS 3. Classroom based formative assessments and progress probes | Students  
Teachers  
Principals | NWEA in the fall and spring  
ITED in Jan  
DIBELS fall, mid year and spring  
Marie Clay Observational Survey fall, mid year and spring  
IEP goals as needed or required  
Common formative and assessment and progress probes built into |
| Targeted to Sustain and Support students meet IEP to meet IEP goals. | We want to know how many students met and exceeded this goal. We want to know what student did not meet this goal and what needs to change in the delivery on curriculum, instruction and assessment to help these students meet minimum expectations. | 1. ITBS/ITED/NWEA/DIBELS Test data and Marie Clay Observational Survey
2. IEP goals and discrepancy data charts on student IEPs
3. Classroom based formative assessments and progress probes
4. AEA 11 IEP Goal Data | Students
Teachers
Principals | NWEA in the fall and spring
ITED/ITED in Jan
DIBELS fall, mid year and spring
Marie Clay Observational Survey
fall, mid year and spring
IEP goals as needed or required
Common formative and assessment and progress probes built into curriculum monthly |

| Sustained to Intensive Support student pass alternative assessment and meet IEP goals | We want to know how many students met and exceeded this goal. We want to know what students did not make progress and what needs to change in the delivery on | 1. ITBS/ITED/NWEA/ DIBELS Test data and Marie Clay Observational Survey
2. IEP goals and discrepancy data charts on student IEPs
3. Classroom based formative assessments and progress probes
4. AEA 11 Goal Data | Students
Teachers
Principals | Alternative assessment portfolios
IEP goals as needed or required
Common formative and assessment and progress probes built into curriculum monthly |
<table>
<thead>
<tr>
<th>Curriculum, instruction and assessment to help these students meet minimum expectations.</th>
<th>Special education teachers using researched based instructional practice that match the learning needs of their students</th>
<th>Student achievement data from formal tests and common classroom based assessments, Principal and Central Administration “Walk Throughs”</th>
<th>Special Education Teachers, General Education Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education teachers are able to effectively monitor student IEP plans, accurately chart student discrepancy data, and LRE data</td>
<td>We want to know that teachers are able to effectively chart student progress in comparison to their peers and to be able to see where they have improved student achievement. We need accurate data that show that special education students are being served in the least restrictive environment.</td>
<td>Special education teachers IEPS AEA 11 IEP goal data</td>
<td>Teachers, Principals, Special Education Teachers, AEA Special Education staff</td>
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<td>IEP conference, Teacher evaluation, During development of teacher career development plans, Yearly data from the AEA Teacher Portfolios</td>
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<td>IEP conferences, Teacher evaluation every three years for professional staff yearly for new teachers, During yearly development of teacher career development plans</td>
</tr>
<tr>
<td>Educational Objective</td>
<td>Strategies and Measures</td>
<td>Responsible Parties</td>
<td>Data Collection</td>
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<tr>
<td>General education Teachers and special education teachers develop successful collaboration models within general classroom as they provide LRE environment for special education student</td>
<td>We want to know that research driven staff development, collaborative planning time and the use of student data to shape teacher selection of instruction strategies has improved student achievement.</td>
<td>Principals Central Office</td>
<td>Yearly data from the AEA Teacher Portfolios yearly review as part of career plan</td>
</tr>
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<td></td>
<td>Student achievement data from formal tests and common classroom based assessments Principal and Central Administration “Walk Through” Student Surveys</td>
<td>General Education and Special Education Teacher Principals AEA staff Central office Administration</td>
<td>Collection of instructional materials and student achievement data from these classes by quarter</td>
</tr>
<tr>
<td>The number of special education students that drop out of school will decrease</td>
<td>We want to know that special efforts to keep at risk students in school have been effective in retaining special education students</td>
<td>Guidance/ Students Teachers Administrators Parents</td>
<td>Monthly review of student learning plans for students at risk of dropping out of school School drop out data collected yearly</td>
</tr>
<tr>
<td>The number of discipline referrals for special education</td>
<td>We want to know that our positive support program</td>
<td>Principals/ Students</td>
<td>Monthly and yearly collection of this data</td>
</tr>
</tbody>
</table>
students will decrease
Character Counts! has helped all students interact in a more respectful and appropriate manner. Behavior Management System in place at secondary level. grade levels. Data will be collected by grade level on a yearly basis.

Teachers
Parents

Glossary

**Classroom/Program Associate:** A person to provide support and services to all or some special education students on a special education teacher’s caseload. Those services may include but are not limited to: preparation of classroom materials, reinforcement of the teaching of academic or behavioral skills, collecting progress monitoring data, reading fluency support, escorting students from place to place within the school setting, helping students with self-care skills, transporting students to job sites and acting as a job coach, completing communication logs to parents, assisting with communication systems and assistive technology devices, and providing reinforcement of speech, occupational therapy, and physical therapy goals.

**One-on-One Associate:** A person to provide support and services to one specific student. One-to-one assistant must be specifically stated on the student’s IEP. That person’s main responsibility is to that specific student, but the person may provide support to other students during times that the identified student is displaying independence in certain skill areas. Service to the identified student may include but are not limited to: preparation or modification of classroom materials, reinforcement of the teaching of academic or behavioral skills, providing reinforcement of speech, occupational therapy, and physical therapy goals, assistance with communication systems and assistive technology devices, collecting progress monitoring data, escorting the student from place to place within the school or community, transporting students to job sites and acting as a job coach, and helping the student with self-care skills. The one-to-one assistant checklist will be utilized to determine the appropriateness of a one-to-one assistant for a student and designation of such on a student’s IEP.

**Collaboration:** Special education and general education teachers working together (or teacher assistants working under the direction of the special education teacher) within the general education classroom to address instructional concerns for special education students. The general education teacher does the planning and the delivery of the lesson. Special education staff (or a teacher

20
assistant) is present to provide skill-building support for the special education students in that classroom. When possible, these classrooms are 3-4 students lower in size than the non-collaborative classrooms.

**Consultation:** Special education and general education teacher working together outside of the general education classroom to address instructional and behavioral concerns for special education students. They may discuss modifications and accommodations that can be made within the general education classroom to enable the student to be successful in that environment.

**General Education and Special Class:** As used in school age, do not accurately define the classroom or service required for preschool children. In the District Developed Service Delivery Plan, the district must adhere to the following terms and definitions to describe instructional services and placements for preschool children:

- Regular Early Childhood Program – Less than 50 percent children with disabilities; and
- Early Childhood Special Education Program – More than 50 percent children with disabilities.

**Marie Clay Observation Survey:** An assessment of early literacy skills including: lower case letter identification; upper case letter identification; concepts about print, or how children actually use and navigate a story book; writing letters; and dictation, which indicates how students use phonics to spell words.

**AEA (Area Education Agency):** State agency that provides consultative services to teachers, parents, and administrators.

**BAT (Building Assistance Team):** Within building, problem-solving team made up of teachers and other support staff, such as but not limited to: guidance counselor, school nurse, principal, school psychologist, speech and language pathologist, educational consultant, and school social worker.

**BIP (Behavior Intervention Plan):** Student plan in place to address student behaviors exhibited.

**DIBELS (Dynamic Indicators of Basic Early Literacy Skills):** The Dynamic Indicators of Basic Early Literacy Skills is a formative early literacy assessment. It is used by kindergarten through 6th grade teachers to screen whether students are at risk of reading difficulty, and to monitor and evaluate student progress and guide instruction. The measures assess phonological awareness, the alphabetic principle, accuracy and fluency in reading connected text, and vocabulary and comprehension.

**FBA (Functional Behavioral Assessment):** Problem solving framework to understand why a student engages in challenging behavior and how it relates to the surrounding environment.
**IEP (Individual Education Plan):** Individual Education Plan for students who are identified for special education services. The plan addresses individual educational needs.

**ITBS (Iowa Test of Basic Skills):** Assessment to gauge how much a student has learned from year to year, for grades 3-8.

**ITED (Iowa Test of Educational Development):** Assessment to gauge how much a student has learned from year to year, for grades 9-12.

**LEA (Local Education Agency):** Local education agency or local school district. For the purposes of this plan the “LEA” is the Boone Community School District.

**LRE (Least Restrictive Environment):** Students are in the general education environment the maximum extent possible.

**NWEA (Northwest Evaluation Association):** is a criterion-based test that measure student growth over time in math, science, and language arts. In the Boone schools the NWEA tests will be given in a computerized version. This computerized version automatically adjusts to student’s skills levels so it gives a more accurate and individualizes report of each student’s growth in core academic areas.

**PBS (Positive Behavior Supports):** Whole school behavior management system to address and reinforce positive behavior.

**Addendum District Developed Plans:**

**Early Childhood Special Education Content Requirements**

The examples provided in the 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 class.” The following additional example describes instructional service provided in a regular early childhood program in which the general education teacher is appropriately licensed to teach preschool children receiving special education services.
Regular Early Childhood Program with Teacher holding Dual Endorsements (i.e. Ed 100). The child is served in the regular early childhood classroom with a teacher who holds a valid practitioner's license issued by the Board of Educational Examiners that includes prekindergarten and early childhood special education. The teacher is responsible for direct instruction, preparation of materials, adaptations and accommodations as specified in the IEP. The teacher with the dual endorsement is responsible for implementing and monitoring the child’s progress according to the IEP.

General and Special Education Teachers for Preschool Children

General Education: The regular early childhood program is taught by a general education teacher who holds a valid practitioner's license and holds an endorsement that includes prekindergarten.

Endorsements for Early Childhood Education are:
100 Teacher – Prekindergarten through grade three, including special education;
103 Teacher – Prekindergarten through kindergarten; and
106 Teacher – Prekindergarten through grade three.

ECSE: The early childhood special education program, as well as the consultation and support in the regular early childhood program, must be provided by an ECSE teacher who holds a valid practitioner’s license and holds an endorsement that includes ECSE. The ECSE teacher is responsible for monitoring the child’s progress on IEP goals.

Endorsements for Early Childhood Special Education are:
100 Teacher – Prekindergarten through grade three, including special education;
223 Teacher – Prekindergarten through kindergarten, early childhood spec. ed. Continued on next page

Providing Access to the Continuum of Services
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 (i.e. early childhood programs in community). Districts that are providing instructional services through a contractual agreement with other districts and/or other agencies will need to examine the preschool services annually to determine the availability of regular early childhood programs within the district.

Preschool Program Standards Requirement
Early childhood special education and regular early childhood programs providing instructional services to children on an IEP must implement Preschool Program Standards as defined by the Iowa Department of Education. In the District Developed Service Delivery Plan, a district must address how instructional services are provided in placements that meet Preschool Program Standards.
Preschool Program Standards
The DE has defined the Preschool Program Standards as the following:
1.) Iowa Quality Preschool Program Standards (QPPS);
2.) Head Start Program Performance Standards; or
3.) National Association for the Education of Young Children (NAEYC) Accreditation.

Addressing the question: How will caseloads of special education teachers be determined and regularly monitored?
The full continuum of placements providing instructional services to eligible preschool children must implement one of the three Preschool Program Standards as defined by the Iowa Department of Education. Therefore, when addressing Question 3; a district’s regular early childhood program and early childhood special education programs must meet the criteria of the Preschool Program Standard being implemented regarding maximum class size and teacher-child ratios.

Process Used to Develop System
Date of Board Approval to pursue Development: ______________________
Date of Board Approval to Implement System: ______________________
Core Special Education Committee Member
_________________________ ______________________
_________________________ ______________________
_________________________ ______________________
_________________________ ______________________

24 –
A meeting was held on March 11, 2009, the Boone Community School District’s Core Special Education Committee began the revision of the district existing special education service delivery plan. The committee met on March 23, 2009 to continue working on the draft. The draft of the plan was completed by March 30, 2009 and is being shared with special education teachers, parent, and the public for review by April 13, 2009. On April 16, 2009 the committee will meet to revise the plan as needed based on responses and to prepare the plan for submission. It will then be reviewed by the board and then submitted to the AEA 11 special education Director for approval. Tentatively will be approved by the School Board on June 9, 2009.