

Farragut Community School District

Instructional Services Delivery System
District Plan



Committee Members

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Superintendent

MS/HS Principal

Elem. Principal

MS/HS Resource Teacher

MS/HS Resource Assoc.

Elem. Resource Teacher

Elem. Resource Assoc.

Parent

Parent

General Ed. Teacher

AEA Building Rep.

STATEMENT OF ASSURANCES

We understand that any interpretation of our district's special education plan that violates the provisions of the Iowa Administrative Rules of Special Education will result in our district being out of compliance.

We provide assurances that our district will:

- Provide a free and appropriate public education to individuals who require special education between birth and the age of 21 (and beyond 21 in accordance with the Iowa code).
- Provide Least Restrictive Environment (LRE) provisions.
- Afford full educational opportunity to individuals requiring special education
- Provide a continuum of instructional services and placement to meet the needs of students requiring special education
- Support the provision of instructional services to each student in accord with his or her Individualized Education Program (IEP).
- Afford the procedural safeguards or due process afforded students and their parents.

WRITTEN DESCRIPTION OF UNIQUE SPECIAL EDUCATION INSTRUCTIONAL SERVICES DELIVERY SYSTEM

School District: Farragut

Educational Levels and School Buildings Included in Systems:

The Farragut Preschool, Elementary, and the Jr.-Sr. High School are the buildings that will use this plan.

Farragut serves a variety of students with disabilities. Our service extends to students with disabilities in learning, behavior, and physical conditions. The District believes in providing the most appropriate educational services possible within our District. The District will contract with other districts or agencies to provide services to a student when that student's needs cannot be met by the resident school district.

Part I: Organization and Delivery of Services

Preschool Services:

The Farragut CSD has a preschool education classroom. The services provided to the student will be based on his or her need. Preschool services include special education services provided in the classroom, services provided at home, dual enrollment, and out-of-district placement in appropriate programs. The preschool teacher is endorsed as a special education teacher but does not always have students identified as eligible individuals within the preschool classroom.

Elementary through High School Services:

The Farragut Community School District employs two to three special education teachers. The preschool teacher is endorsed as a special education teacher but does not always have students identified as eligible individuals within the preschool classroom. The elementary and the secondary employ one teacher endorsed in special education at each level. Paraprofessionals are employed by the District to help meet the needs of individual students or special education programs.

All of the teachers provide direct instruction to students and work with regular education instructors to provide accommodations for eligible individuals in the general education classroom. Though students are assigned to only one special education teacher's roster, flexibility for providing services to students is necessary and will allow for some services or programs to be provided by other staff.

As per procedures used by Loess Hills AEA 13 to implement IDEA 97, the PSA (Problem Solving Approach) is the framework for addressing individual needs of students. The problem solving approach focuses on concerns that occur in general education. The purpose of the process is to assure increased success in learning for all students. In the process, student assessment clarifies the behavior of concern as identified by parent and/or teachers. The behaviors are of concern when they impact student's learning or the learning of others. At Farragut, the TAT (Teacher Assistance Team) process is used at the building level. The TAT team process is based on the belief that a group problem-solving approach will address the needs of any student. At each level, the team is made up of at least two teachers, the counselor, the AEA building representative, and the building principal as a core team. The size of the team varies to include other individuals on an as hoc basis. Parents and students are also invited as needed. (See appendix for TAT process and documents)

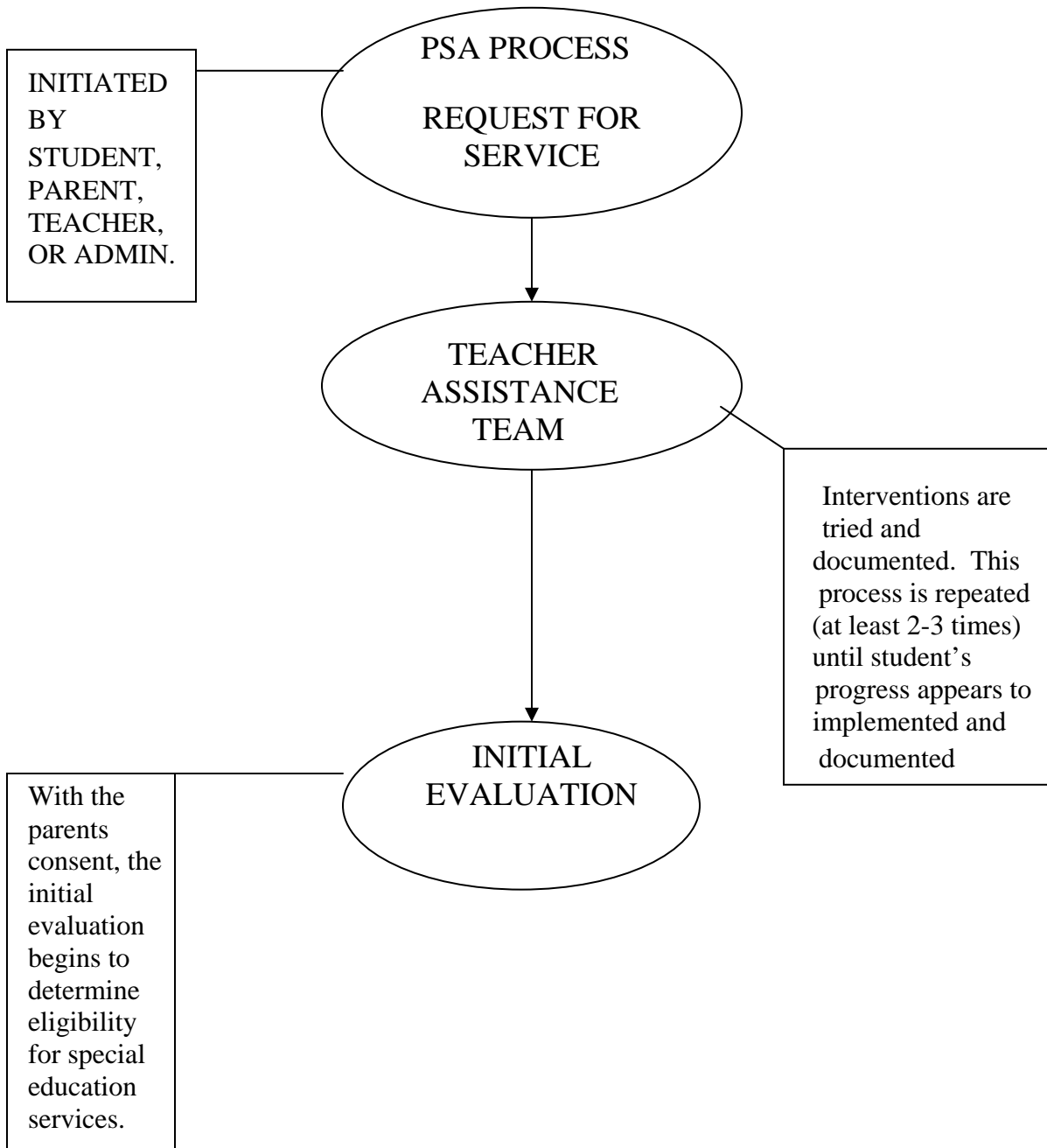
CASELOAD MONITORING

Special Education teacher caseloads will be reviewed by the principal during the first and third quarters of the school year. Additional reviews may be requested by a teacher if significant changes have been made to his/her roster at any time during the school year. Additional review requests are directed to the principal. The principal will respond within two weeks of the request. The response will contain a plan for caseload adjustment or a justification for no adjustment made. If a teacher is not satisfied with the decision of the principal, a request for review can be directed to the caseload committee. The caseload committee will consist of another principal, a special education teacher (other than the teacher whose caseload is being reviewed), and the AEA building representative. The committee will review the caseload and make recommendations to the superintendent no later than two weeks from the request. The superintendent will inform the teacher of the decision made about the caseload review. The following system will be used to monitor caseloads:

1. How many IEP students are on your roster? _____
2. How many I-Plans are you involved with as a case-coordinator and / or interventionist? _____
3. List the number of students in each category below.
List each student only once based on IEP/I-Plan direct service time frames.
 - Up to 2 clock hours per day of direct service _____
 - Between 2-5 hours per day of direct service _____
 - More than 5 hours per day of direct service _____
 - Students with behavior as the focus of the IEP
(1 point per student per period of service) _____

4. How many students on your roster will have a 3 year re-evaluation this year? _____
5. How many roster students will you be assisting with post secondary planning? _____
6. With how many classroom teachers do you team teach?
(Take that number x 2 for periods of less than 1 period/day and x 4 for 1-3 periods/day.) _____
7. How many students receive IEP directed one-to-one support in an inclusionary setting? _____
8. How many students are dependent upon an adult for their physical needs? _____
9. How many students are on behavioral point systems or other behavioral programs for which you are the case manager? _____
10. Are you receiving support/help from an associate?
If you are, subtract 2 points per period of support. _____
- TOTAL _____

Recommended range for any special education teacher is a score of 50-70.



EVALUATING EFFECTIVENESS

Administrative Rule

41.22(1) “b” A description of procedures for evaluating the effectiveness of services in meeting the needs of eligible individual in order to receive federal assistance under 34 CFR 300.240, July 1, 1994.

EXPLANATION AND ELABORATION

IDEA states (300.1) that one of the four major purposes of the act is “to assess and ensure the effectiveness of efforts to educate those children (with disabilities).” The Iowa rule implements the federal requirement through the utilization of student IEP data from the provision of specially designed instruction to improve programs and services (IEPs/IFSPs, transition services, and exiting information).

Evaluation of program effectiveness should address at least three essential areas, some of which have subparts:

1. IFSP and IEP which include:
 - a. IFSP efforts in early childhood and
 - b. IEPs of early childhood and school age
2. Transition services as part of IEPs (ages 14 and beyond),
3. Students exiting special education programs and services
 - a. within the school year and
 - b. when the student leaves special education after high school.

Evaluation of these three essential areas allows the District to systematically consider educational services across the age groups of early childhood, school age, and transition age. Measuring program effectiveness as a function of the accomplishments of IEP/IFSP is a critical component of the combined effort of all parties. Additionally, this framework allows analysis of services being provided at the point of concluding services within a goal area and at a point after all educational services are concluded.

It is noted that 300.350 states that IDIA does not require any agency or other persons be held accountable if a child does not achieve the growth projected in the annual goals and objectives. However, assessing the effectiveness of programs is clearly a responsibility of all parties. The District/AEA 13 process for evaluating the effectiveness of services will occur at the time of annual reviews and three-year re-evaluations. By using a process that is anchored to scheduled events, data collection, and analysis effectiveness can be measured.

All students are assessed by classroom assessments, district wide assessments, and evaluation procedures noted on an IEP. As per IEP, a low percentage of students will be evaluated through an alternative assessment. In addition, a student's individual education program will note assessment accommodations and modifications.