

District Developed Special Education
Service Delivery Plan

South Winneshiek
Community School District

Spring 2018

Board approved:

Question 1: How will caseloads of special education teachers be determined and regularly monitored?

Special education teacher caseloads will be tentatively set in the spring for the following year. Caseloads will be reviewed **two** times during the school year by the special education teacher, the building principal, and/or an AEA representative.

Roster reviews will be scheduled as follows:

1. At the beginning of the school year (October) (prior to Special Education Child Count)
2. During the month of April (to project rosters and make plans for next school year)

A teacher's caseload will be informally reviewed when any of the following occurs:

1. The number of total points assigned to the caseload exceeds 35 points.
2. The number of students on a teacher's roster, the level of services these students receive, and the amount of time a teacher spends engaged in joint planning/collaboration indicates a need to conduct a caseload review.
3. A special education teacher expresses concern about his/her ability to effectively perform the essential functions of his/her job due to caseload.
4. Any special education teacher who is not a full-time employee will have their caseload determined on an individual basis.

Caseload Determination

Caseload determinations will be made by assigning points for the intensity of service required by each IEP on a teacher's roster. Each student is assigned 1, 2, or 3 points based on level of intensity of services.

1 Point = Student requires one of the following:

- Limited modifications to the general curriculum which requires special education personnel to provide specially designed instruction for less than 55% of the school day.
- Student's IEP has 1 to 2 goal areas requiring specially designed instruction. (Goal areas are reading, writing, math, behavior and

adaptive behavior. If the student has more than 1 goal in the same area, it is still 1 goal area.)

2 Points = Student requires one of the following:

- Significant modifications to the general curriculum, which requires special education personnel to provide specially designed instruction for 56% to 85% of the school day.
- Student's IEP has 3 to 4 goal areas requiring specially designed instruction.

3 Points = Student requires one of the following:

- Significant adaptation to grade level curriculum requiring instructional strategies.
- Alternate assessment is used to monitor the IEP.
- Special education personnel provide specially designed instruction for 86% to 100% of the school day.
- Student's IEP has 4 or more goal areas requiring specially designed instruction.

Joint Planning and Collaboration Load Considerations

- Teacher receives 1 point per para they supervise/collaborate
- Teacher receives 1 point per 2 paras (whole day/shared) am/pm
- Teacher receives .5 point for para shared with another student

Other Considerations

Additional points are assigned based on other needs of the child and services provided by the special education teacher. The following considerations are calculated as follows:

1 Point - One point will be assigned for each student's additional need or service as addressed on the service page (page F) of the IEP. i.e. FBA/BIP, significant special health and/or physical needs, and AEA support services.

1 Point will be assigned for consultation/instruction/documentation provided off site/per site.

1 Point will be assigned for management of accessible instructional materials (AIM) or a high level of assistive technology per student.

1 Point will be assigned for every 3 students who have an IEP and SAR/Postsecondary Accommodations in the same school year.

1 Point will be assigned for every 3 students for management of Work Experience for students with this on their IEP.

*In general, a special education teacher's caseload should not exceed 35 points. The assignment of education assistants must be taken into consideration and may be used to compensate for a caseload that exceeds 35 points. Caseloads of 35 points or more will be considered for further review.

Question 2: How will service be organized and provided to eligible individuals?

- 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.

Regular Early Childhood Program: Services are defined as occurring in the general education classroom. The teacher holds a license issued by the Board of Educational Examiners that includes pre-kindergarten and early childhood special education. The teacher is responsible for direct instruction, preparation of materials, adaptation 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.

Regular Early Childhood Program Monitored by a Licensed Early Childhood Special Education Staff: Services are defined as occurring in the general education classroom. The classroom teacher holds a license for pre-kindergarten. The general education teacher is responsible for classroom instruction and implementation of adaptations and accommodations as specified in the IEP. The licensed Early Childhood Special Education staff is responsible for monitoring the implementation of services described in each IEP and monitoring student progress relative to goals in the IEP.

Early Childhood Special Education Program: Services are defined as direct specially designed instruction provided to students with disabilities by a licensed early childhood special education teacher. The curriculum is tied

to the general education curriculum, but is modified to meet the needs of the students. Classroom instruction is provided by a licensed Early Childhood Special Education Teacher. These services are provided within district or through contractual agreement with other districts and/or agencies.

K-12 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 setting.

K-12 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 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.

K-12 Collaborative 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 setting to aid the student(s) in accessing the general education content area instruction. These services are provided simultaneously with the general education content area instruction.

K-12 Pull-out Supplemental Instruction: Pull-out supplemental instruction is defined as specially designed instruction provided to an individual student with a disability or a group of students with disabilities by a certified special education teacher in a special education setting. Pull-out instructional services are designed to supplement instruction provided in the general education classroom through the previously described consulting teacher model, co-teaching model and collaborative model of service delivery. Supplemental instruction provided in a pull-out setting does **not** replace the instruction provided in the general education classroom.

K-12 Reverse Consultation Services: Reverse consultation 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 special education setting to aid the student(s) in accessing the general education content area instruction. A general education teacher licensed in the core content area collaborates with a special education teacher to jointly plan lessons and instructional strategies. The general education teacher supervises the curriculum and is responsible for assigning student grades. The special education teacher is responsible for providing direct instruction. Both teachers are responsible for on-going progress monitoring and formative assessment. Reverse consultation is a model of service delivery used only with a small number of students who exhibit significant academic or behavioral skill deficits, yet are expected to achieve district standards rather than alternative standards. Regular and frequent consultation, joint planning and assessment of student progress are required.

K-12 Special Class: Special class services are defined as direct specially designed instruction provided to an individual student with 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 primary instruction separate from non-disabled peers.

Question 3: 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?

Individual student progress on IEP goals will be reviewed and discussed on a regular and on-going basis every 4-6 weeks by the special education and general education teacher(s) along with the AEA consultant/specialist and

school administrator as appropriate. The purpose of this review is to determine if adequate progress is being made, if any adjustment in instruction is needed, or if other targeted or intensive interventions through RtI or special education are indicated. (Note: Changes in goals, proficiency criteria, or LRE must occur through an IEP team meeting.)

Each school in the district will review student progress monitoring, formative, or summative evaluations 2-3 times per school year. The IEP subgroup performance in both reading and math will be reviewed and discussed by grade level teams which include both general and special education teachers. Subgroup achievement, growth, and the achievement gap will be included as items for discussion and planning. Schools with a subgroup achievement gap; thus, impeding progress toward meeting the district SPP/APR requirements, will develop a school-based plan to close the achievement gap by grade level in each school. These plans will be monitored at the school every semester and at the district level at the end of each school year. In the event that this process creates the need to revise the DDSDP, the district will follow the process to revise and readopt the DDSDP.

If the district meets or exceeds APR goals and target goals outlined in our state performance plan for special education, the delivery system will be considered effective.

If the district does not meet APR goals or SPP target goals, district staff will work in collaboration with AEA staff to develop an action plan designed to promote progress toward these goals.

Question 4: What procedures will a special education teacher use to resolve caseload concerns?

Special education teachers are expected to engage in informal problem solving with the building principal and/or the AEA team representative prior to submitting a formal request for caseload review.

Steps to follow when a teacher formally requests a caseload review.

1. Teacher will submit a request for caseload review in writing to the building principal.
2. Within ten working days, the building principal will meet with the special education teacher and AEA team representative to review and clarify concerns the teacher has expressed about his/her caseload.
 - a. The teacher requesting the review is responsible for gathering relevant information to support his/her request for a caseload review. This information might include, but is not limited to:
 1. Number of IEPs
 2. Teacher's schedule and instructional grouping
 3. Collaboration and co-teaching assignments
 4. Number of buildings that teacher is assigned
 - b. An attempt will be made to resolve the teacher's caseload concerns informally at that time.
 - c. The building principal will provide a written response to the teacher's request.
3. If the teacher's caseload concern cannot be satisfactorily resolved, the teacher's written request and the principal's written response will be sent forward to the district superintendent.
4. The district superintendent and an AEA representative will review the request and gather relevant information from the principal, special education teacher and/or other members of the AEA team.
5. Within twenty working days following receipt of the teacher's formal request for caseload review, the district superintendent will send a written determination to the building principal and special education teacher.
6. If the teacher requesting review does not agree with the written determination made by the district superintendent, the teacher may appeal to the AEA Director of Special Education.
7. The AEA Director of Special Education will meet with personnel involved and render a written decision.

Question 5: What process was used to develop the 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.

Members of the development group included:

The following people were invited to attend the SpEd Delivery Plan Review in May: Kris Einck, Jason Halverson, Clark Goltz, Kelly Timp, Dawn Backes, Lynn Franzen, Julie Kipp, Jacob Elsbernd, Julie Nolte, Penny Vagts, Sherri Lensing, Lanette Pint AEA, and Anita Fay AEA.

The meeting was held at 4:00 p.m. in the Board Room.

Meetings:

May 9, 2018

May 30, 2018

Plan for Public Comment

Notifying Public of a Plan for Review:

District website

Local newspapers

Locations for Public Viewing of the Plan:

Administration office

School building offices

District website

Methods for Providing Comment:

Verbal comment (face to face, phone call)

Written comment (letter, email link on website)

Timeline for Public Comment:

May 31, 2018 to July 16, 2018

The district will review and consider all public comments and make necessary modifications to their District Developed Service Delivery Plan at the June Board Meeting.

Dates of Board action: July 16, 2018

**South Winneshiek Special Education Teacher
Caseload Determination Worksheet**

Teacher: _____ Building: _____ School Year: _____

1. List the number of students in each category below:

1 point = limited modifications, 1-2 goal areas _____

2 points = significant modification, 3-4 goal areas _____

3 points = significant adaptation, 4 or more goal areas _____

2. Joint Planning and Collaboration Load Considerations

Student has one para - supervise/collaborate = 1 point _____

Student 2 paras (whole day/shared) am/pm = 1 point _____

Student's para is share with another student = .5 point _____

3. Other Considerations

a. Additional need or service addressed on the service page (F Page) of the IEP i.e. FBA/BIP, significant health and/or physical needs, alternate assessment, significant modifications. (1 point per student) _____

b. Off-site consultation/instruction (i.e. homebound, long-term suspension, in general education preschools, private home, non-public school(s), home-school, etc.). (1 point per site) _____

c. Management of Accessible Instructional Materials (AIM) or a high level of assistive technology. (1 point per student) _____

d. Management of students with an IEP and SAR/Post-Secondary Accommodations or transition IEP. (.33 points per student)

e. Management of work experience for students with an IEP (.33 per student) _____

Total _____