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Iowa Valley
Community School
District Developed
Service Delivery Plan

January 2016

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District Developed 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 that 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.

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Question 1: What process was used to develop the delivery system for eligible individuals?

The committee met during January 2016 to review the previous plan and make changes accordingly.

Committee representation:

| Name | Position/Role |
|----------------------|---|
| 1. Cindy Miller | Elementary Principal |
| 2. Shawn Kreman | Jr/Sr High Principal |
| 3. Donita Joens | Superintendent |
| 4. Janel Lesan | Regional Administrator, Grant Wood AEA |
| 5. Jennifer Hartley | Parent |
| 6. Ryne Christner | Elementary General Education Teacher |
| 7. Ray Cooling | Jr/Sr High General Education Teacher |
| 8. Heather Roberts | Elementary Special Education Teacher |
| 9. Kelsey Hurlbert | Elementary Special Education Teacher |
| 10. Danielle Smith | Jr/Sr High School Special Education Teacher |
| 11. Jeremy Kriegel | Jr/Sr High School Special Education Teacher |
| 12. Ashlea Cronbaugh | Preschool Special Education Teacher |

Timeline:

| Date | Activity |
|-----------------------------|--|
| November-December, 2015 | Development team is determined with representation from general education and special educators, parents, administrators, and Grant Wood AEA |
| December 21, 2015 | Iowa Valley School Board of Directors approves Development Committee |
| January 18-22, 2016 | Development team creates plan |
| January 25-February 5, 2016 | Public Comment period |
| February 8-19, 2016 | AEA Special Education Director reviews plan for compliance verification |
| March 28, 2016 | Iowa Valley School Board of Directors approves final plan including input from public comments |
| June 1-September 15, 2016 | Plan is entered into the C-Plan |

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

Continuum of Services

Students may receive different services at multiple points along the continuum based on the 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 to 21.

General education with consultation/accommodations.

- 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 and support necessary ¹accommodations.
- The special education teacher is responsible for monitoring the student's progress on IEP goals.

¹*Accommodations do not reduce learning expectations. Accommodations are intended to reduce or even eliminate the effects of a student's disability. Accommodations are practices and procedures in the areas of:*

- Presentation,
- Response,
- Setting, and
- Timing/scheduling

General education with consultation/modifications.

- 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 adjusting the educational learning environment and/or ²modifying instructional methods, strategies, assessments, as described on the child's IEP.
- The special education teacher is responsible for monitoring the student's progress on IEP goals.

²*Modifications are changes made to the context/performance standards for students with disabilities. It changes the playing field for a student. Examples include:*

- Modifications in performance expectations in general education classes
- Modified requirements for earning credits

General education with direct 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 trained 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.

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- The special education teacher/service provider 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 non-disabled 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 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.

General education with direct special education support outside the general education classroom. The student receives special education support for the general education curriculum outside the general education setting. 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.

Supplemental Pull-Out Services: Pull-Out 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. Pull-out 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 Pull-out settings does **not** supplant the instruction provided in the general education classroom.

Modified Pull-Out Services

Pull-Out 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 instruction which is tied to the general education curriculum, but has been modified to meet the unique needs of the student(s) outside of the general education setting.

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Special Class: Special Class 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 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.

Early Childhood Special Education

The Iowa Valley School District has instructional services and placements for preschool children in an integrated regular early childhood program. The IV Early Childhood program will implement the criteria of the Iowa Quality Preschool Program Standards and Head Start Program Performance Standards. These standards are defined by the Iowa Department of Education.

Iowa Valley has elected to provide support the early childhood programming through use of a teacher who has dual endorsement, in both early childhood and special education. 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, preparing 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.

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 Programs - More than 50 percent children with disabilities

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Question 3: How will caseloads of special education teachers be determined & monitored?

Caseloads will tentatively be set in the spring for the following year. Caseloads may be modified as the school year begins. Caseloads will be reviewed as needed. In determining caseloads, the district will use the following worksheet to assign points to the programs providing special education services in the district. The district will target **35 points** per special education classroom.

Caseload Determination

| Caseload Determination Factor | Multiplier | Number |
|---|------------|--------|
| 1. How many students are on your roster? | x 1.00 | |
| 2. List the number of students in each category below: a. Up to 2 hours per day of direct instruction | x 1.00 | |
| b. Between 2-5 hours per day of direct instruction | x 1.25 | |
| c. More than 5 hours per day of direct instruction | x 1.50 | |
| 3. With how many teachers do you co-teach? | x 1.00 | |
| 4. With how many teachers do you formally collaborate (as specified on the IEP?) | x 0.50 | |
| 5. List the number of students in each category: a. How many students on your roster are dependent upon an adult for their physical needs? | x 1.00 | |
| b. How many students on your roster are dependent upon an adult for their significant physical (eating, toileting, etc.) needs? | x 1.50 | |
| 6. How many students have a current, active BIP? | x 1.00 | |
| 7. With how many associates do you collaborate? | x 1.00 | |
| TOTAL | | |

Preschool/Early Childhood Special Education:

The Iowa Valley School District Regular Early Childhood Program or Early Childhood Special Education Program (ECSE) will implement the criteria of the IQPPS program standards regarding maximum class size and teacher-child ratios.

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Question 4: What process will be used to resolve caseload concerns?

Resolving 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, no later than by October 1st; and
2. by April 30 to plan for the following school year.

Upon review by the administrator, if the class is above the caseload recommendations, a decision will be made regarding next steps. Building targets will be established (by multiplying the teacher caseload target of 35 with the full-time equivalency number (FTE) of sp ed teachers within the building) to help determine if caseloads can be adjusted within the building or if changes in FTE are necessary.

At any time, the teacher may request that the principal review their caseload. Within 10 working days, the principal will meet with the individual and provide a written determination.

If they are unable to come to an agreement, the request will be reviewed by a building administrator, superintendent and an AEA representative. Within 15 working days the teacher will be provided with a written determination.

Building targets are established to help determine if caseloads can be adjusted within the building or if changes in FTE are necessary.

Question 5: 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 data to determine priorities and develop an action plan. Through the Comprehensive School Improvement Process the district annually reviews data to determine priorities and develop an action plan. Within the review process the district looks at the APR data, State Performance Plan Data, demographic changes, among others. Disaggregated data will be reviewed to determine whether students with special needs are meeting annual progress goals. Action plans will be developed in any areas that do not meet state goals.

If the district would meet the SPP/APR requirements, the delivery system will be considered effective. If the district does not meet requirements, the district will develop a plan to review the expectations of the SPP and APR along with the delivery system to analyze for any cause/effect relationships. The district will work in collaboration with the State and AEA.