

# **District Developed Service Delivery Plan**

**Schleswig Community School District**

# **District Developed Special Education Service Delivery Plan**

Schleswig Community School District

Public Comment Draft

The Iowa Administrative Rules of Special Education require each school district to develop a plan for the delivery of special education services. Districts must make the plan available for public comment. If you have comments that you wish to be considered before this plan is finalized, please submit those comments to:

David Galvin  
712-616-3313  
[davidgalvin@schleswig.k12.ia.us](mailto:davidgalvin@schleswig.k12.ia.us)

Comments must be received by August 20, 2012.

## **Plan**

### **1. What was the process 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.

- Carla Wessel-Parent
- Mary Meseck-Parent
- Tiffany Surprenant-General Education Teacher
- Danae Petersen-General Education Teacher
- Rianna Furne-Early Childhood Special Education Teacher
- Leila Kuhlmann-Special Education Teacher
- Katie Rowe-Special Education Teacher
- Brianna Wright-Special Education Teacher
- David Galvin-Principal
- Brian Johnson-Superintendent
- Deb Krager-AEA Representative

## 2. How will services be organized and provided to eligible individuals?

### Continuum 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 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.

**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.

**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.

**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.

#### 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.

### **Early Childhood Special Education**

The district defines 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

Early Childhood Special Education Program – More than 50 percent children with disabilities

### **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 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.

**Early Childhood Special Education Program:** These 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.

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. Early childhood special education and regular early childhood programs at Schleswig will implement Preschool Program Standards as defined by the Iowa Department of Education for instructional services to children on an IEP. Those standards will include the Iowa Early Learning Standards.

### 3. How will caseloads of special education teachers be determined and regularly monitored?

#### Caseload Determination

1. How many IEP students are on your roster? \_\_\_\_\_
2. List the number of students in each category below:
  - a. 1 goal area \_\_\_\_\_x 1 \_\_\_\_\_
  - b. 2 goal areas \_\_\_\_\_x 1.25 \_\_\_\_\_
  - c. 3-4 goal areas \_\_\_\_\_ x 1.50 \_\_\_\_\_
3. How many students on your roster will have alternate assessment? \_\_\_\_\_ x .25 \_\_\_\_\_
4. How many students on your roster require transition services? \_\_\_\_\_ x.25 \_\_\_\_\_
- 5a. With how many teachers do you co-teach? \_\_\_\_\_
- 5b. With how many teachers do you provide collaborative services? \_\_\_\_\_
6. How many students on your roster are dependent upon an adult for their physical needs? \_\_\_\_\_
7. How many students are on a BIP? \_\_\_\_\_
8. With how many associates do you collaborate? \_\_\_\_\_
9. How many students require assistive technology? \_\_\_\_\_
10. How many I-plan students do you record data and provide collaborative services for?
  - a. 1 goal area \_\_\_\_\_x1 \_\_\_\_\_
  - b. 2 goal areas \_\_\_\_\_x 1.25 \_\_\_\_\_
  - c. 3-4 goal areas \_\_\_\_\_x 1.50 \_\_\_\_\_
11. How many I-plan students do you provide direct intervention instruction for?
  - a. 1 goal area \_\_\_\_\_x1 \_\_\_\_\_
  - b. 2 goal areas \_\_\_\_\_x1.25 \_\_\_\_\_
  - c. 3-4 goal areas \_\_\_\_\_x1.50 \_\_\_\_\_

**Total** \_\_\_\_\_

## **Caseload Determination**

Caseloads will be tentatively set in the spring for the following year. Caseloads may be modified based on summer registration and actual fall enrollments. Caseloads will be reviewed at least twice during the school year by individual district special education teachers with their building principal and/or special education coordinator.

A “full” teacher caseload will be considered to be 50 total points. If a teacher’s caseload exceeds this number, the teacher and a building administrator will meet to discuss whether the teacher is able to provide the services and supports specified in his or her students’ IEPs. If the teacher is able to do so, no further action is needed. If the teacher is unable to provide the services and supports specified in his or her students’ 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 that is described in this plan.

In determining special education teacher caseloads, the Schleswig Community School District will use the following values to assign points to the caseloads of each teacher in the district.

**1 point:** Each IEP for which the teacher is responsible for IEP writing, IEP meetings, progress monitoring and reporting to parents.

**1 point:** Each student provided specially designed instruction in 1 goal area.

**1.25 points:** Each student provided specially designed instruction in 2 goal areas.

**1.5 points:** Each student provided specially designed instruction in 3-4 goal areas.

**0.25 points:** Each student who requires alternate assessment.

**0.25 points:** Each student who requires transition services.

**1 point:** Each teacher with whom the special education teacher co-teaches.

**1 point:** Each teacher with whom the special education teacher collaborates.

**1 point:** Each student who is dependent on an adult for physical needs.

**1 point:** Each student who has a behavior intervention plan (BIP).

**1 point:** Each student who requires assistive technology.

**1 point:** Each paraprofessional with whom the special education teacher collaborates.

**1 point:** Each I-plan student teacher records data and provides collaborative services for in 1 goal area.

**1.25 points:** Each I-plan student teacher records data and provides collaborative services for in 2 goal areas.

**1.50 points:** Each I-plan student teacher records data and provides collaborative services for in 3-4 goal areas.

**1 point:** Each I-plan student teacher provides direct intervention instruction for in 1 goal area.

**1.25 points:** Each I-plan student teacher provides direct intervention instruction for in 2 goal areas.

**1.50 points:** Each I-plan student teacher provides direct intervention instruction for in 3-4 goal areas.

### **Early Childhood Caseload Determination**

The district's early childhood program must meet the criteria of the Preschool Program Standard (Iowa Early Learning Standard) as defined by the Department of Education regarding maximum class size and teacher-child ratios.

#### **4. What procedures will a special education teacher use to resolve caseload concerns?**

If the district is exceeding the limits specified in this plan, it may ask the AEA Special Education Director to grant and adjusted caseload status.

##### **Resolving Caseload Concerns**

Caseloads will be review at least twice per year, by September 30 and January 31, by individual LEA special education teachers with their building administrator. In addition to scheduled reviews, caseload will also be reviewed under the following circumstances:

- When a specified caseload is exceeded. If the caseload limit is or will be exceeded by 10% for a period of 6 weeks.
- When a teacher has a concern about his or her ability to effectively perform the essential functions of his or her job due to caseload.

Upon review, if there appears to be an overload, the administrator will arrange a Caseload Assistance Team (CAT) meeting. The CAT will be comprised of two teachers, a building administrator, and an AEA representative, appointed as needed. The CAT will make recommendations as to whether there is a need for adjustments to a teacher's schedule or roster. The building administrator must convene CAT within 10 working days after receiving a request for review. A resolution and written decision must be made available to the teacher within 10 days after the CAT meeting. If the person requesting the review does not agree with the determination, he or she may appeal to the AEA Director of Special Education.



**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 its SPP/APR data to determine priorities and develop an action plan. If the district meets SPP/APR 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.

**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.