

District Developed Special Education Service Delivery Plan Calamus-Wheatland Community School District

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. Lonnie Luepker, Superintendent, P.O. Box 297, Wheatland, IA 52777; phone number: 563 374 1292; e-mail: lluepker@cal-wheat.net.

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 committee was approved at the December 8, 2014 board meeting. Members of the committee were Mary Jo Petersen, Secondary Special Education teacher; Joni Evers, Elementary Special Education teacher; Stacy VanderHeiden, parent; Jen Mohr, Curt Daniels General Education teacher; Ashley Kelting, Elementary Principal, Sue O’Donnell, Secondary Principal; Lonnie Luepker, Superintendent; Mark Bloom, Erica Grant and Lorry Wilson AEA Representation.

2.

How will services be organized and provided to eligible individuals?

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.

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. The following terms and definitions to describe the instructional services and placements for preschool children will be used:

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

Regular Early Childhood Program with Teacher holding Dual Endorsements.

The child is served in the regular 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.

3. How will caseloads of special education teachers be determined and regularly monitored? 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 1st and 3rd quarter district special education meetings each year by individual district special education teachers with their building principal and/or special education coordinator.

In determining teacher caseloads, the Calamus/Wheatland Community School District will use the following values to assign points to the programs of each eligible individual receiving an instructional program in the district.

A teacher may be assigned a caseload with no more than 125 total points. This caseload limit may be exceeded by no more than 10% for a period of no more than nine weeks, if doing so does not prevent the affected teacher's ability to provide the services and supports specified in his or her student's IEPs.

NOTE: The Calamus/Wheatland School District has adopted the Iowa Quality Preschool Program Standards and will use those standards for determining caseloads at the pre-school level. These standards can be viewed on the Iowa Department of Education Web Site (www.iowa.gov/educate/).

	Curriculum	IEP Goal	Specially Designed Instruction	Joint Planning & Consultation	Paraprofessional Support	Assistive Technology	FBA/BIP	Other Services (Speech, OT, PT, AT, hearing/vision)
Zero Point	Student is functioning in the general education curriculum at a level similar to peers	Student have an IEP goal instructed by another teacher or service provider.	Student requires no specially designed instruction	Joint planning is typically provided to all students	Individual support need similar to peers	Assistive technology is use is similar to peers	Student requires no FBA or BIP	
One Point	Student requires accommodation to the general curriculum	Student has 1-2 IEP goals	25% or less instruction is specially designed and/or delivered by special education personnel	Special educational teachers conduct joint planning with 1 general education teachers or paraprofessional over the course of each month	Additional individual support from an adult is 25% or less of the school day	Assistive technology requires limited teacher-provide d individualization and/or training for the student	Requires limited time assessment, planning, data collection and communication with others (not more than 2 hours per month)	
Two Point	Student requires both modifications and accommodations to the general curriculum	Student has 3 IEP goals	26-75% or less of instruction is specially designed and/or delivered by special educational personnel	Special educational teachers conduct joint planning with 2 to 3 general education teachers or paraprofessional over the course of each month	Additional individual support from an adult is 26-75% of the school day	Assistive technology requires extensive teacher-provided individualization and/or training for the student	Requires 2 to 4 hours monthly for assessment, planning, data collection and communication with others	
Three Points	Student requires significant modifications and adaptations to the general education curriculum. Alternate assessment is used to measure progress	Student have 4 or more IEP goals	76-100% of instruction is specially designed and/or delivered by special educational personnel	Special educational teachers conduct joint planning with more than 3 general education teachers or paraprofessional over the course of each month	Additional individual support from an adult is 76- 100% of the school day	Assistive technology requires extensive teacher-provide d individualization and/or training for the student. Significant maintenance and/or upgrades for continued effective use are anticipated	Requires more than 4 hours monthly for assessment, planning, data collection and communication with others	

Early Childhood Special Education

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.

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

Caseloads will be reviewed at least twice per year by individual LEA special education teachers with their building principal and/or special education coordinator. 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 9 weeks, then a review may be requested in writing.
- 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.

REQUESTING A CASELOAD REVIEW

- All requests must be in writing
- Requests should initially be given to an individual's principal/supervisor
- A committee will be appointed annually to serve as a review team in collaboration with the building principal/supervisor
- The person requesting the review is responsible for gathering relevant information to support their request. This information might include, but is not limited to:

○ IEPs

○ Schedule and instructional groupings ○ Collaborative/co-teaching assignments ○ Number of buildings

PROCEDURAL STEPS

1. Informal problem solving strategies in relation to caseload concerns have been exhausted.
2. A written request for caseload review is submitted to your principal/supervisor.
3. The request is reviewed for clarification with your principal/supervisor. The principal/supervisor tries to resolve the concern at this point.
4. If the caseload concerns cannot be satisfactorily resolved, the request is then sent to the caseload committee.

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5. Within 15 working days, the caseload committee will review the request and give a recommendation to the individual's principal/supervisor.
6. Upon receipt of the committee's recommendation, the principal will review the information and discuss it with the individual.
7. Within 10 working days, the principal will meet with the individual and provide a written determination.
8. If the person requesting the review does not agree with the determination, he or she may appeal to the AEA Director of Special Education.
9. The AEA Director/designee will meet with personnel involved and will provide a written decision.

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 the 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.

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District and AEA Special Education Director Checklist for Requirements

Is compliant with rules

Requirements

If not compliant, AEA Special Education Director comment

Development of District Developed Service Delivery Plan approved by school board

Individuals on committee approved by district school board

AEA represented by Director appointee

Description of special education instructional services include full continuum

Caseload descriptions includes

- A definition of teacher caseload (e.g., number of students, number of points, etc)
- Who will monitor caseloads
- How often caseloads will be monitored

Description of procedures for resolving caseload concerns

Description of how the district will address:

- SPP/APR targets
- LEA determinations assigned by the state
- Plan evaluation and effectiveness

Plan submitted to the AEA Special Education Director

_____ AEA Special

Education Director Signature Date

Information below the line for district use only

Assurances

Final approval by district school board 4/14/21
Plan inserted into Comprehensive School Improvement Plan

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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 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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