

Clarke Community School District



District Developed Service Delivery Plan for Special Education

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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 representatives of the AEA.

- School Board approved committee and process starting – January, 12 2009
- Committee meetings – January 21, 2009, March 17, 2009, March 25, 2009 and April 7, 2009.
- Presented to School Board – May 11, 2009
- Plan shared to committee for review and feedback – June 12, 2014
- Revision meeting – June 30, 2014
- School Board approved plan – July 15, 2014
- Plan shared to committee for review and feedback – May 30, 2019
- Revision Meeting – June 4, 2019
- Presented to School Board - _____

Overview of steps in completing this Service Delivery Plan:

- Step 1: The district school board approves the development of the Service Delivery Plan and individuals on the development committee.
- Step 2: The committee develops the plan.
- Step 3: The plan is available for public comment.
- Step 4: The committee considers public comment.
- Step 5: The AEA Special Education Director verifies plan compliance.
- Step 6: The district school board approves the plan prior to adoption.
- Step 7: The plan is included in the designated area of the CSIP.
- Step 8: The plan is reviewed in connection with the 5-year accreditation cycle or earlier if required by determination given by the state.

Committee Members (2019)

Special Education and General Education

Teachers

Tracy Berryhill
Scott Bixby
Jerri Eakes-Murphy
Jamie Porter
Tracy Schlichte
Sue Tridle

Parents

Becky Jones-Webb

Green Hills AEA Representative

Patrick Rabbitt

District Administrators

Aimee Rhode, Director of Special Education
Jeff Sogard, Clarke Middle School Principal

How will service be organized and provided to eligible individuals?

Early Childhood Programs (Chronological Ages 3 to 5)

Licensure: PK-3 Teacher, Early Childhood Special Education (ECSE)

Teacher Responsibilities: Provide general education and special education instruction

Standards: Iowa Quality Preschool Program Standards (QPPS) and Iowa Early Learning Standards

Student Population: Less than 50% children with disabilities

Early Childhood Program: Services occur in the general education classroom. The teacher is responsible for direct instruction, preparation of materials, adaptation and accommodations as specified in the IEP. Specially designed instruction is provided to students with disabilities by the dually licensed early childhood special education teacher. Classroom instruction is provided by a licensed early childhood special education teacher who is also responsible for implementing services described in each IEP and monitoring student progress relative to goals in the IEP.

School Age (Chronological Ages 5 – 21)

Consulting Teacher Services

- 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.
- Specially designed instructional strategies to meet the individual needs of a student with a disability receiving instruction in the general education classroom.

Co-Teaching Services

- Specially designed instruction and academic instruction provided to a group of students with and without disabilities.
- Services provided by the special education teacher and general education teacher in partnership to meet the content and skill needs of students in the general education classroom.
 - These services may incorporate several different approaches: 1) One Teach, One Observe; 2) One Teacher, One Assist; 3) Station Teaching; 4) Parallel Teaching; 5) Alternative Teaching; and 6) Teaming.

Specially Designed Instruction in the General Education Environment

- 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.

Specialty Designed Instruction in the Special Education Environment

- Direct, specialty designed instruction intended to supplement instruction that cannot otherwise be provided during the student's regular instruction time, either through Consulting Teacher services or Co-teaching services.
- Provided by a certified special education teacher to an individual student with an IEP, or small group of students with IEPs, for a portion of the day.
- This setting does not supplant the instruction provided in the general education classroom.

Special Class Services

- Direct, specialty designed instruction which is tied to the general education curriculum.
- Provided by a certified special education teacher to an individual student with an IEP or small group of students with IEPs.
- Modified to meet the unique needs of the student(s) in a self-contained setting (included, 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. These services may include transitioning into community settings.

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.

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

Caseloads will be tentatively set in the spring for the following school 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 the special education director, building principal, and AEA Building Consultant.

In determining special education teacher caseloads, the Clarke Community School District will use the Caseload Determination Worksheet to assign points to the caseloads of each teacher in the district.

A teacher may be assigned a caseload within a range of 35-45 total points.

Clarke Caseload Determination Worksheet	Points
How many IEP students are on roster? _____x1	
<p>Identify each of the students in a category below (Minutes should be taken from the IEP, Page F. Indicate direct instruction from this teacher only, including specially designed instruction in a co-taught setting).</p> <p>Up to 2 hour per day of direct instruction _____x1</p> <p>Between 2 and 5 hours per day of direct instruction _____x1.25</p> <p>More than 5 hours per day of direction instruction _____x1.5</p>	
How many students on this roster will have a 3-year reevaluation this school year _____x0.25	
For how many roster students will the teacher be planning and supervising work experience (Secondary Only)? _____x1	
<p>For how many periods does the teacher co-teach? _____x1</p> <p>(True co-teaching is when both teachers share all instructional responsibility and accountability for a single group of students for whom they both have equal ownership?</p>	
How many students are on a Behavior Intervention Plan (BIP)? _____x1	
How many associates does the teacher collaborate with? _____x1	
How many students are served off-site? (e.g. homebound, hospitalization, in general education preschools, etc.) _____x1	
How many students are on Iowa Alternate Assessment? _____x.5	
TOTAL	

What procedures will special education teachers use to resolve caseload concerns?

The following procedures are to be used to resolve concerns about special education caseloads:

1) The teacher shall request an informal, solution-focused meeting with the Director of Special Education and building principal to discuss caseload. The director shall keep a record of the meeting date, teacher name, concerns, and possible revisions to caseload.

2) If the teacher feels further consideration is warranted, written notice of the concern shall be submitted to the Director of Special Education within five working days following the informal conference. The written notice should express the specific caseload concern and a recommended resolution to the concern. (See Caseload Review Request)

3) The Director of Special Education will convene a caseload review committee within ten working days to problem solve and listen to the concern from the referring teacher. This committee will include the building principal, the special education teacher, the Director of Special Education and may include a special education colleague within the building, a special education consultant, and others, as helpful. Prior to the meeting, relevant data shall be gathered as outlined in the Caseload Determination document contained in the District Service Delivery Plan. The teacher should include his/her schedule. This data shall be given to the Director of Special Education at least one school day prior to the meeting. During the meeting, the committee will ask the following questions: 1) Can all services identified in the IEPs be provided as specified? 2) What circumstances prevent each student from receiving educational benefit? 3) Would the addition of caseload responsibilities create the need for additional support or assistance? 4) What action will ensure that all students' IEPs can be fully implemented? The review committee will consider available resources and scheduling possibilities. Corrective actions considered may include: realigning students, reviewing assignment of associates, reorganizing teacher resources, or prioritizing collaboration efforts to improve the delivery of special education service to all special education students. Within five working days after the meeting the Director of Special Education shall submit a written response (resolution) to the teacher.

4) If dissatisfied with the response in Step 3, the teacher has five working days after receiving the written response to submit a written appeal to the Director of Special Education. The written appeal should clearly state the concern.

5) Within ten working days after receiving the appeal, the Director of Special Education shall convene a meeting with the teacher and principal to discuss the concern, submit a written response to the teacher, and provide a copy of the response to the principal and the Superintendent.

6) If dissatisfied with Step 5, the teacher may provide a written appeal to the Superintendent within five working days. The Superintendent will make a decision within five working days. A written response shall be provided for all parties involved.

7) If dissatisfied with Step 6, the teacher may provide a written appeal to the Green Hills Director of Special Education or designee, per IAC 281-41.408(g).1. The Green Hills AEA Director will meet with the personnel involved with the appeal and then render a written decision.

NOTE: The AEA director may grant an adjusted caseload status for good cause shown, if an LEA submits a request to the AEA for such status because class size, including the size of a class served by a teacher employed less than full-time, exceeds those limits specified in the previous section. (IAC 281— 41.408(g))

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 State Performance Plan (SPP) and Annual Progress Report (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 Iowa Department of Education and Green Hills AEA to develop a corrective action plan.

Caseload Review Request

Name: _____ Date: _____

School: _____

- € There are no concerns with my caseload at this time.
- € Numbers on my roster exceed the recommended caseload by four points. However, I waive the caseload review.
- € I visited informally with Director of Special Education and am satisfied the issue has been resolved until the next review.
- € As of this time, I do not feel my caseload concern has been resolved. Please consider this a request for the formal process to begin.

Briefly describe concern:

List recommendations to resolve concern. Attach supporting documents if necessary.

Requesting a Caseload Review

- Complete the form and submit to Director of Special Education
- Attach a copy of completed caseload determination worksheet.
- The person requesting the review is responsible for gathering relevant information to support the request. This information might include, but is not limited to:

Roster exceeds point maximum	Schedule and instructional groupings
Collaborative/co-teaching assignments	Intensity of services documented in the IEP's
Number of IEPs to oversee	Time needed for collaboration
Amount of direct instructional contact time	Number of paras to oversee

The caseload review committee will review and discuss the Caseload Review Request Form within 10 working days. Attempts to resolve the concern will be documented. Clarke CSD encourages a team approach to resolve the concern, possibly involving the AEA, general education teachers, special education teachers, and paraprofessionals, as needed.