

**SHENANDOAH
COMMUNITY SCHOOL
DISTRICT**

**DISTRICT DEVELOPED
SERVICE DELIVERY PLAN**

FOR SPECIAL EDUCATION
(Revised November 2012)

Shenandoah Community School District
District Developed Service Delivery Plan
2012-2013

“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.”

The group of individuals includes:

Parent of Eligible Individual: Katie Branson (Son)

Special Education Teacher: Jessica Williams

General Education teacher: Amy Toye, Kelsey Moran

Administrators: Sandy Hilding

Jason Shaffer

Tiffany Spiegel

Jeff Hiser

Special Education Coordinator/Administrator: Monte Munsinger

AEA Representative: Paula Brownlee

Meeting Date: 11/6/2012

Adopted by Board of Education: 11/12/2012

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 21 receive specially designed instruction, including modification and adaption 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

includes a parent of eligible individual, a special education teacher, a general education teacher, administrators, and an AEA representative.

The district assures that the AEA Special Education Director verifies that the delivery System is in compliance with the Iowa Administrative Rules of Special Education.

The district assures that the school board has approved the service delivery plan for implementation.

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 instructional 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 without disabilities. These services are 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 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 has 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 separately from non-disabled peers.

Regular Early Childhood Program with teacher holding dual endorsements:

The child is served in the regular early childhood classroom with a teacher that holds a valid practitioner's 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, adaptations and accommodations as specified in the IEP. The teacher with the dual endorsements is responsible for implementing and monitoring the child's progress according to the IEP.

The Shenandoah Community School District's early childhood programs implement the appropriate criteria of the program model being used. These may include Iowa Quality Preschool Program Standards.

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.

Caseload:

Caseloads will be tentatively set in the spring for the following year. Caseloads may be modified based on summer registration and actual fall enrollment. 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 is considered to be 75 total points. If a teacher’s caseload exceeds this number, the teacher, the building principal and/or the special education coordinator 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.

The Shenandoah Community School 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.

In determining special education teacher caseloads, the Shenandoah 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 writing, IEP meetings, progress monitoring and reporting to parents (at times where more than one teacher contribute to each part of the IEP process, both teachers can receive a point)

1 point: Each student provided up to two hours per day of direct instruction by the teacher.

1.25 points: Each student provided between two and five hours per day of direct instruction by the teacher.

1.5 points: Each student provided more than five hours per day of direct instruction by the teacher.

0.25 points: Each student who will have a three-year reevaluation during the current year.

1 point: Each student for whom the teacher plans and supervises work experience.

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

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 paraprofessional with whom the special education teacher collaborates.

1 point: Each student served off-site (e.g., hospital, homebound, general education preschool, etc.)

Caseload Determination Form

1. How many IEP students are on your roster? ____
2. List the number of students in each category below:
 - a. Up to 2 hours per day of direct instruction ____
 - b. Between two and five hours per day
of direct instruction ____ x 1.25 ____
 - c. More than five hours per day of
direct instruction ____ x 1.50 ____
3. How many students on your roster will have a 3-year reevaluation this year? ____ x
.25 ____
4. For how many roster students will you be planning and supervising work
experience? ____
5. With how many teachers do you co-teach? ____
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 do you serve off-site? (e.g., hospitalized,
home-bound, in general education preschools) ____

Total ____

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 6 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 his or her 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 the principal/special education coordinator.
3. The request is reviewed for clarification with the principal/ special education coordinator. 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.
5. Within 15 working days, the caseload committee will review the request and give a recommendation to the individual's principal/ special education coordinator.
6. Upon receipt of the committee's recommendation, the principal/ special education coordinator 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.

Evaluation of the Delivery System: "The district will examine their SDP/APR data to determine priorities and develop an action plan. If the district meets SDP/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."