

Lu Verne (CWL) District Developed Service Delivery Plan

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District Developed Service Delivery Plan

Table of Contents

Topic	Page #
Question 1 & Answer	3
Question 2 & Answer	4
Question 3 & Answer	5 & 6
Question 4 & Answer	7
Question 5 & Answer	8
Appendix A- District Checklist	9
Appendix B- Iowa Administrative Rules of Special Education	10
Appendix C- Public Comment	12
Appendix D- Assurances	13
Appendix E- Timeline	14

Question 1: 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 at least one representative of the AEA.

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

Continuum of Services

General education with consultation: The student is served in the general education classroom without any accommodations or modifications to the curriculum, instruction, testing or grading. The service provider is responsible for consulting with general education teacher and monitoring the student's progress according to the IEP.

General education with consultation/accommodations: The student is served in the general education classroom with consultation and support from the special education teacher. 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, adaptations and accommodations. The special education teacher is responsible for monitoring the student's progress on IEP goals.

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. The special education teacher/service provider is responsible for monitoring the student's progress on IEP goals.

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). Services will be provided by a highly qualified teacher through reverse consultation. The special education teacher/service provider is responsible for monitoring the student's progress on IEP goals.

Early Childhood Special Education Program: Early childhood and regular early childhood programs providing instructional services to children on an IEP must implement Preschool Program Standards as defined by the Iowa department of Education. The district will meet these requirements with the help of Early Childhood/Special Education Consultant.

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 to 21.

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

Caseload Determination

Lu Verne (CWL) Program Structure – Placement of the student with special education will be determined by the IEP team as to, but not limited to, the following criteria.

1. Needs of student – academic, behavior, social, behavior plans, extended year services, alternate assessment
2. Time needed to work on IEP goals and objectives, both with the student and in planning and preparation.
3. Time needed for paperwork (charting, reporting out, documenting behaviors, etc...)
4. Time for collaboration with other teachers, staff and agencies.
5. Least restrictive environment.
6. Caseloads of the teachers.
7. Range of need will be considered when grouping.
8. Grade level of the students.
9. Schedules
10. Room structure, Size and Environment
11. Experience and expertise of the teacher.
12. Number of para-educators and the expertise and training needed.
13. The potential of new students (especially at the lower elementary level)
14. Family requests, sibling experiences with teacher.

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

Resolving Caseload Concerns

Caseload Review: The caseloads of the special education teachers will be reviewed based on the number of students served and the level of services provided to students, or by teacher request.

1. The Caseload Assistance Team (CAT) will be composed of the building principal, special education teachers, a general classroom teacher and AEA team representative. District superintendent will be consulted as needed.
2. Regularly scheduled meetings will be held two times per year.(Before Oct 30-By April 1)
3. The CAT will meet at the request of any team member throughout the school year or summer when needed. The request needs to be in writing to the building level principal and copies distributed to the other committee members. This meeting will take place within ten (10) school days of the request.
4. The district principal with special education teachers sets up caseload review meetings.
5. They will consider the following issues:
 - A review of the current number of students and their needs.
 - Size of room.
 - Needs of students being referred.
 - Supports available (paraeducator, etc...)
 - Scheduling/time/time for collaboration
 - Determination of current program needs
 - Discussion of projected future program needs.
6. Record of all CAT meetings will be kept by the district principal on the caseload review meeting form. (See Appendix E)
7. Caseload review meetings will consider the following:
 - A review of the current number and needs of students, needs of students being referred, supports available, and schedules/time;
 - Can all services identified in the IEP be provided as specified?
 - What circumstances (number of students, schedules, or student needs) prevent each student from receiving education benefit?
 - Would the addition of caseload responsibilities create the need for additional support or assistance?
 - What action is required that will ensure all students' IEPs are able to be fully implemented?
8. Possible solutions that the CAT may consider, but are not limited to , are:
 - Additional programs options
 - Additional programs
 - Scheduling changes
 - Additional paraeducator help
 - Additional teaching staff

In considering the issues in #5 above and possible solutions listed in #8, the district will assure that all IEPs are implemented with integrity.

9. The CAT recommendations which include relevant information generated about the teachers' caseload concerns will be forwarded to the district Superintendent within five (5) school days upon case load review meeting conclusion. The Superintendent will be act upon this within ten (10) school days and report back to the committee directly or via the district level principal.
10. If a teacher and/or the CAT want to further review the caseload situation, a meeting with the district superintendent will be set up involving the CAT, which is composed of building or district level principal, special education teachers and the AEA 8 team representative. The Lu Verne School Board will be consulted as needed.

A scheduled review of teacher caseloads will be conducted by the building principal as follows:

1. At the beginning of the school year and completed by October 30;
2. By April 1 to plan for the following school year.

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. 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. If we do not meet sub-group requirements we will use individual IEP goals to track performance.

Appendix A

District and AEA Special Education Director Checklist for Requirements

Is compliant with rules	Requirements
<input checked="" type="checkbox"/>	Development of District Developed Service Delivery Plan approved by school board
<input checked="" type="checkbox"/>	Individuals on committee approved by district school board
<input checked="" type="checkbox"/>	AEA represented by Director appointee
<input checked="" type="checkbox"/>	Description of special education instructional services include full continuum
<input checked="" type="checkbox"/>	Caseload descriptions includes <ul style="list-style-type: none"> • A definition of teacher caseload (e.g., number of students, number of points, etc) • Who will monitor caseloads • How often caseloads will be monitored
<input checked="" type="checkbox"/>	Description of procedures for resolving caseload concerns
<input checked="" type="checkbox"/>	Description of how the district will address: <ul style="list-style-type: none"> • SPP/APR targets • LEA determinations assigned by the state • Plan evaluation and effectiveness
<input checked="" type="checkbox"/>	Plan submitted to the AEA Special Education Director

Information below the line for district use only

<input type="checkbox"/>	Final approval by district school board date _____
<input type="checkbox"/>	Plan inserted into Comprehensive School Improvement Plan <u>June 1-Sept 15 2012</u>

Appendix B

Iowa Administrative Rules of Special Education

281—41.408(256B,273,34CFR300) Instructional services.

41.408(1) *General.* Instructional services are the specially designed instruction and accommodations provided by special education instructional personnel to eligible individuals. These services are ordinarily provided by the LEA but, in limited circumstances, may be provided by another LEA, the AEA or another recognized agency through contractual agreement. An agency must use the procedure and criteria described in sub rule 41.408(2) for creating a delivery system for instructional services.

41.408(2) *Delivery system.* An agency shall use the following development process for creating a system for delivering instructional services.

- a. The delivery system shall meet this chapter's requirements relating to a continuum of services and placements, shall 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 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.
- b. The delivery system shall be described in writing and shall include the following components:
 - (1) A description of how services will be organized and how services will be provided to eligible individuals consistent with the requirements of this chapter, and the provisions described in 41.408(2) "a."
 - (2) A description of how the caseloads of special education teachers will be determined and regularly monitored to ensure that the IEPs of eligible individuals are able to be fully implemented.
 - (3) A description of the procedures a special education teacher can use to resolve

- concerns about caseload. The procedures shall specify timelines for the resolution of a concern and identify the person to whom a teacher reports a concern. The procedures shall also identify the person or persons who are responsible for reviewing a concern and rendering a decision, including the specification of any corrective actions.
- (4) A description of the process used to develop the system, including the composition of the group responsible for its development.
 - (5) A description of the process that will be used to evaluate the effectiveness of the system.
 - (6) A description of how the delivery system will meet the targets identified in the state's performance plan, described in this chapter.
 - (7) A description of how the delivery system will address needs identified by the state in any determination made under this chapter.
- c.* The following procedures shall be followed by the agency:
- (1) Before initiating the development of the delivery system, the LEA board shall approve such action and the LEA personnel and parents who will participate in the development of the alternative.
 - (2) The delivery system shall be developed by a group of individuals that includes parents of eligible individuals, special education and general education teachers, administrators, and at least one AEA representative. The AEA representative shall be selected by the director.
 - (3) The director shall verify that the delivery system is in compliance with these rules prior to LEA board adoption.
 - (4) Prior to presenting the delivery system to the LEA board for adoption, the group responsible for its development shall provide an opportunity for comment on the system by the general public. In presenting the delivery system to the LEA board for adoption, the group shall describe the comment received from the general public and how the comment was considered.
 - (5) The LEA board shall approve the system prior to implementation.
- d.* The procedure presented in sub rule 41.907(9) shall be followed in applying the weighting plan for special education instructional funds described in Iowa Code section 256B.9 to any delivery system developed under these provisions.
- e.* An LEA shall review, revise, and readopt its delivery system using the procedures identified in paragraph “*c*” of this sub rule at least every five years, or sooner if required by the state in conjunction with any determination made under this chapter.
- f.* An LEA shall make the document describing its delivery system readily available to LEA personnel and members of the public.
- g.* A 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 portion of the plan required by 41.408(2) “*b*”(2).

Appendix C

District Developed Special Education Service Delivery Plan Lu Verne (CWL) Community School District

Public Comment

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: **District Superintendent**

Comments must be received by (date): **April 23, 2012**

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

Comments:

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

Comments:

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

Comments:

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

Comments:

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?

Comments:

Appendix D

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.

Appendix E

Caseload Assistance Team (CAT) Meeting

Date:

Present:

Semester meeting: _____

Team Member Requested: _____ (name)

Requested date: _____ (meeting must be held within 10 days of request)

Purpose: To review:

- A review of the current number of students and their needs
- Needs of students being referred
- Supports available (associates, etc)
- Scheduling/time/ time for collaboration
- Determination of current program needs
- Discussion of projected future program needs
- Size of the room

Agenda:

1. A review of the current number and needs of students, needs of students being referred, supports available, and schedules/time.
2. Can all services identified in the IEP be provided as specified?
3. What circumstances (number of students, schedules, or student needs) prevent each student from receiving educational benefit?
4. Would the addition of caseload responsibilities create the need for additional support or assistance?
5. What action is required that will ensure all students' IEPs are able to be fully implemented? (Possible solutions that the caseload review committee may consider, but are not limited to, are: additional program options, additional programs, scheduling changes, additional paraeducator help, additional teaching staff)

The committee written recommendations sent to the Superintendent within 5 school days. The Superintendent has 10 school days to get back to ALL team members in writing the decision.

Appendix F

Timeline

Date	Activity
March School Board meetings	School board approves development of plan and individuals on development team
March 15- April 16	Development team creates plan
April 16 - April 23	Public comment period
April 23	Plan goes to AEA Special Education Director for compliance verification
April 25	School board approves final District Developed Service Delivery Plan
June 1– September 15	Plan is entered into the Comprehensive School Improvement Plan

Plan reviewed: 09/09/2015