

Durant Community School District

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SPECIAL EDUCATION DELIVERY PLAN

August 2013

Committee Members

Brandy Heusmann (parent)

Emily Wilkomm (parent)

Julie Prunchak (parent)

Donna Walton (elementary/middle school special education teacher)

Tracy Tappendorf (middle school special education teacher)

Alan Hartley (high school special education teacher)

JoAnne Dixon (AEA representative)

Tony Neumann (high school principal)

Rebecca Stineman (elementary/middle school principal)

Overview of the Special Education Delivery Plan

According to 41.408(2) Delivery System - is defined as an agency that shall use the following developmental 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... (Administrative Rules of Special Education, 2010)

Based upon the above information and the Special Education Service Delivery Plan requirements; The Durant Community School District Special Education Service Plan Delivery Committee answered the following questions regarding special education.

The answer to these questions will be attached to our C-Plan and reviewed at a minimum of every five years.

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

The delivery system was developed in accordance with the Iowa Administrative Code rule 41.408(2)"c". The group of individuals who developed this system included parents of eligible individuals, special education teachers, administrators, and an AEA representative.

The people involved in this process are listed above in the introduction of this document.

The Durant Community School District Board of Education will take action on this document for the first time at the August 2013 board meeting and then again in the September 2013 board meeting.

This plan will be communicated to others in the following ways:

- general education teachers – via staff development, staff meeting and special education teachers
- special education teachers – via special education meetings
- parents – via web site
- district administrators – via input from being on the committee

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

Continuum of Services

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

General education with consultation/accommodations – The student is served in the general education classroom or regular early childhood program with consultation and support from the special education teachers. The general education teacher is responsible for the 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 or regular early childhood program setting. The special education teacher, support service provider, or trained paraprofessionals will be in the general education program or program classroom to provide direct instruction, instructional support, or other assistance to the student or 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 specially designed instruction and support for the general education curriculum outside the general education or regular early childhood program setting. When the service cannot be appropriately provided in the general education or program 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 or early childhood special education program, 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.

Students may receive different services at multiple points along the continuum based on the IEP. Services may be provided with the district or through contractual agreement with other districts and/or agencies. The continuum includes services for eligible individuals ages 3-21.

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

Caseloads will tentatively be 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 or special education coordinator.

In determining teacher caseloads, the Durant 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 75 total points. This caseload limit may be exceeded by no more than 10% for a period of no more than six weeks, if doing so does not impair the affected teacher's ability to provide the services and supports specified in his or her student's IEPs.

Curriculum

- Zero Points: Student is functioning in the general education curriculum at a level similar to peers.
- One Point: Student requires limited modifications to the general curriculum.
- Two Points: Student requires significant modifications to the general curriculum.
- Three Points: Significant adaptation to grade level curriculum requires specialized instructional strategies. Alternate assessment is used to measure progress.

IEP Goals

- Zero Points: Student has IEP goals instructed by another teacher or service provider.
- One Point: Student has 1-2 IEP goals.
- Two Points: Student has 3 IEP goals.
- Three Points: Student has 4 or more IEP goals.

Specially Designed Instruction

- Zero Points: Student requires no specially designed instruction.
- One Point: 25% or less of instruction is specially designed or delivered by special education personnel.
- Two Points: 26 - 75% or less if instruction is specially designed or delivered by special education personnel.
- Three Points: 76 - 100% of instruction is specially designed or delivered by special education personnel.

*** Rubric is attached in Appendix A

Another example of caseload determination has been included. The Durant Community School District will use these two methods to properly assess the appropriate caseload for each teacher within the district.

Teacher Caseload Determination

- 1) How many students on your roster will have a 3-year re-evaluation this year?
_____ x.25
- 2) For how many roster students will you be planning and supervising work experience?

- 3) With how many teachers do you co-teach? _____
- 4) How many students on your roster are dependent on an adult for their physical needs?

- 5) How many students have a BIP? _____
- 6) With how many associates do you supervise/collaborate? _____
- 7) How many students do you serve off-site? _____

- Caseloads can be reviewed regardless of number at teacher request
- Caseload value not to exceed 75 points without caseload review unless there are extenuating circumstances

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

Caseloads will be reviewed at least twice per year (by November 30, and April 1) by the individual LEA special education teachers with their building principal; 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 caseload committee will serve as a review team. This committee will consist of: two teachers, a building administrator, and an AEA representative.
- The person requesting the review is responsible for gathering relevant information to support their request. This information may include, but is not limited to IEPs, schedule and instructional groupings, collaborative/co-teaching assignments and/or 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/supervisor.
- 3) The request is reviewed for clarification with the principal/supervisor. The principal/supervisor tries to resolve the concern at this point.
- 4) If the caseload concerns have not been 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/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.

Question 5: How will the delivery system for eligible individuals meet the targets identified in the state's performance plan? How will the delivery system for eligible individuals address needs identified by the state in any determination made under Chapter 41? What process will be used to evaluate the effectiveness of the delivery system for eligible individuals?

In order to meet the State Performance Plan/Annual Progress Report (SPP/APR) goals, accountability will be addressed in the following ways:

- Individual student IEP goal progress monitoring
- Aggregation of progress monitoring and summative evaluations for groups of students at both schools and district levels
- Examination of disaggregated subgroup achievement and SPP/APR data

The ways of evaluating the effectiveness of the delivery system are detailed below:

Individual

Individual student progress on IEP goals will be reviewed and discussed through continuous communication on a regular and on-going basis, quarterly, by the special education and general education teacher(s) along with the AEA consultant/specialist and the school administrator as appropriate. The purpose of this review is to determine if adequate progress is being made, if any adjustment in instruction is needed, or if other targeted or intensive interventions through RtI or special education are indicated. (Note: Changes in goals, proficiency criteria, or LRE must occur through an IEP team meeting.)

Parents will be notified of individual student progress or decline based on the 4 point decision making model.

School: Aggregated by School and District

Each school in the district will review student progress monitoring, formative, or summative evaluations quarterly. The IEP subgroup performance in both reading and math will be reviewed and discussed by grade level teams which include both the general and special education teachers. Subgroup achievement, growth, and the achievement gap will be included as items for discussion and planning. Schools with a subgroup achievement gap; thus, impeding progress toward meeting the district SPP/APR requirements, will develop a school-based plan to close the achievement gap by grade level in each school. These plans will be monitored at the school every semester and at the district level at the end of each school year. In the event that this process creates the need to revise the DDSDP, the district will follow the process to revise and readopt the DDSDP.

District: Disaggregated by School Levels

At the district level, IEP subgroup data for each school, along with the plans as described above, will be reviewed on an annual basis by the district leadership team. IEP student data will also be disaggregated and examined by school level (elementary, middle, high). In addition, the district will examine their SPP/APR data to determine priorities and develop an action plan as needed. If the district meets SPP/APR requirements, both procedural and performance, the delivery system will be considered effective. If the district does not meet requirements, the district will work in collaboration with the State and the AEA.

Caseload Determination

Teacher:

Student:

	Curriculum	IEP Goals	Specially Designed Instruction	Joint Planning and Consultation	Para Support	Assistive Technology	FBA/BIP
Zero Points	Student is functioning in the general education curriculum at a level similar to peers	Student has IEP goals instructed by another teacher or service provider	Student requires no specially designed instruction	Joint planning typical for what is provided for all students	Individual support needed similar to peers	Assistive technology use is similar to peers	Student requires no FBA or BIP
One Point	Student requires limited modifications to the general curriculum	Student has 1 - 2 IEP goals	25% or less of instruction is specially designed and/or delivered by special education personnel	Special education teachers conduct joint planning with one general education teacher or para over the course of each month	Additional individual adult support is needed for 25% or less of the school day	AT requires limited teacher-provided individualization or training for the student	Requires limited time assessment, planning, data collection and communication with others (not more than 2 hours per month)
Two Points	Student requires significant modifications to the general curriculum	Student has 3 IEP goals	26-75% or less of instruction is specially designed or delivered by special education personnel	Special education teacher conducts joint planning with 2 to 3 general education teachers or paras over the course of each month	Additional individual adult support is needed from 26% to 75% of the school day	AT requires extensive teacher-provided individualization or training for the student	Requires 2 to 4 hours monthly for assessing, planning, data collection and communication with others
Three Points	Significant adaptation to grade level curriculum requires specialized instructional strategies. Alternate assessment is used to measure progress	Student has 4 or more IEP goals	76 to 100% of instruction is specially designed or delivered by special education personnel	Special education teachers conduct joint planning with more than 3 general education teachers or paras over the course of each month	Additional individual adult support is needed from 76% to 100% of the school day	AT requires extensive teacher-provided individualization or training for the student. Significant maintenance or upgrades are anticipated	Requires more than 4 hours for assessing, planning, data collection and communication with others