

March 2021
Bennett Community School District
Service Delivery Plan for Special Education

This 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. Members of the committee include: Lonnie Luepker, Jeremiah Costello, Emilie Hein, Karen Mackey, Kelly Wendel, Ashley McNall. Bennett participates in whole grade sharing with Durant Community School and Tipton Community School for grades 7-12. Bennett provides direct special educational instruction and support for children 3 years old through 6th grade, and continues to be contractually responsible for the provision of a continuum of services for students in grades 7-12, up to age 21.

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 SPED education support outside of general education classroom. services: When specific elements of the general education curriculum are not accessible to a student, specially designed instruction that meets the unique needs of a student with an IEP or a group of students with IEP’s may support the general education instruction. This service is provided by the special education teacher outside of the general education classroom. The special education teacher is responsible for monitoring the student’s IEP progress.

General Education with direct special education instruction outside the general education classroom. 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.

Regular Early Childhood Program with Teacher holding Dual Endorsements

(i.e., Endorsement 100: Teacher – Prekindergarten through grade three, including special education). The child is served in the regular early childhood 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 dual endorsement is responsible for implementing and monitoring the child’s progress according to the IEP.

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 Determination

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 school year by individual district special education teachers with their building principal and/or special education coordinator.

In determining teacher caseloads, the Bennett 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 0-25 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 prevent the affected teacher's ability to provide the services and supports specified in his or her student's IEPs. If the teacher is unable to do so, the building special education team, building principal, and the appropriate AEA personnel will meet to discuss the course of corrective action to be taken.

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 and/or delivered by special education personnel.

Two Points: 26-75% or less of instruction is specially designed and/or delivered by special education personnel.

Three Points: 76 to 100% of instruction is specially designed and/or delivered by special education personnel.

Joint planning and consultation

Zero Points: Joint planning typical for that provided for all students

One Point: Special education teachers conduct joint planning with 1 general education teacher or paraprofessionals over the course of each month.

Two Points: Special education teachers conduct joint planning with 2 to 3 general education teachers or paraprofessionals over the course of each month.

Three Points: Special education teachers conduct joint planning with more than 3 general education teachers or paraprofessionals over the course of each month.

Paraprofessional Support

Zero Points: Individual support needed similar to peers.

One Point: Additional individual support from an adult is needed for 25% or less of the school day.

Two Points: Additional individual support from an adult is needed for 26% to 75% of the school day.

Three Points: Additional individual support from an adult is needed from 76% to 100% of the school day.

Assistive Technology

Zero Points: Assistive technology use is similar to peers.

One Point: Assistive technology requires limited teacher-provided individualization and/or training for the student.

Two Points: Assistive technology requires extensive teacher-provided individualization and/or training for the student.

Three Points: Assistive technology is requires extensive teacher-provided individualization and/or training for the student. Significant maintenance and/or upgrades for continued effective use are anticipated.

FBA/BIP

Zero Points: Student requires no FBA or BIP.

One Point: Requires limited time assessment, planning, data collection and communication with others (not more than 2 hours per month).

Two Points: Requires 2 to 4 hours monthly for assessing, planning, data collection and communication with others.

Three Points: Requires more than 4 hours for assessing, planning, data collection and communication with others.

Caseload Matrix on next page.

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 school year by individual district special education teachers with their building principal and/or special education coordinator.

In determining teacher caseloads, the Bennett 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 0-25 total points. Caseloads are completed by teachers, specialists, or special education department chairs. Parental input is not required for caseload determinations.

Caseload Determination Worksheet

1. How many IEP students are on the roster that you currently serve? (Do not include students currently homebound or on a long-term suspension.) _____ x 1.00
2. 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)
 - a. Up to 2 hours per day or direct instruction _____ x 0.50
 - b. Between 2 and 5 hours per day of direct instruction _____ x 0.75
 - c. More than 5 hours per day of direct instruction _____ x 1.00
3. How many students on this roster will have a three-year reevaluation this school year? _____ x 0.25
4. When working with 3 grade levels = 1.00
5. When working with 4 grade levels = 2.00
6. When working with 5 grade levels = 3.00
7. How many students have a Behavior Intervention Plan? _____ x 1.00
8. How many students are on Iowa Alternate Assessment? _____ x 0.75
9. How many students have 3 or more of the following support services: _____ x 0.50
 - a. Speech
 - b. Occupational Therapy
 - c. Physical Therapy
 - d. Assistive Technology
 - e. Hearing Itinerant
 - f. Vision Itinerant
 - g. Medicaid billable services

Total Points _____

****Each teacher is required to turn in their caseload sheets to the principal.**

Resolving 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. Meetings will take place in September and January. 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 their request. This information might include, but is not limited to:
 - IEPs
 - Schedule and instructional groupings
 - Collaborative teaching assignments

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 Special Education Team (Principal, Special Education Teacher, Title 1 Reading Teacher and AEA Staff).
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.

Evaluation of the Delivery System for Eligible Special Education Students

The district will examine their AYP data to determine priorities and develop an action plan. If the district meets AYP 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 the AEA. In addition, an annual review will be made to determine that students are making educational growth based on progression toward goal attainment.

In order to meet the State Performance Plan/Annual Progress Report (SPA/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 school 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 in these examples:

Individual

Individual student progress on IEP goals will be reviewed and discussed on a regular and on-going basis. The district will use the PLC's including special education and general education teachers along with 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 intensive interventions are needed.

School/District

The Bennett Elementary School will review student progress monitoring, formative, or summative evaluations three times annually following the administration of FAST. The IEP subgroup performance in both reading and math will be reviewed and discussed by grade level teams which include both 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. In the event that this process creates the need to revise the District Developed Special Education Service Delivery plan, the district will follow the process to revise and readopt the DDSDP. 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 AEA.

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 the following:
 - 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 strategies and instructional materials.
 - The provision of specially designed Instruction and related activities through cooperative efforts of the special education teacher and general education teachers in the general education classroom.
 - 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.
 - 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 the 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.