

Clinton Community School District

District Developed Service Delivery Plan For Special Education

12-8-2014

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.

Board Approval of the Team	December 8, 2014
SE Leadership Team Meeting	October 2, 2014
Public Comment Period	October 29, 2014 – December 8, 2014
SIAC Committee Review	October 29, 2014
Compliance Verification	December 8, 2014
School Board Approval of Plan	December 8, 2014

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

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 instruction 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 nondisabled students. These services are provided by the special education teacher and general education teacher in partnership to meet the content and skills 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 have 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.

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.

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 separate from non-disabled peers.

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

Continuum of Services Early Childhood Special Education

Regular Early Childhood Program with Consultation. The student is served in the regular early childhood program without any accommodations or modifications to the curriculum, instructions, testing or grading. The service provider is responsible for consulting with regular early childhood teacher and monitoring the student's progress according to the IEP.

Regular Early Childhood Program with Consultation/Accommodations. The student is served in the regular early childhood program with consultation and support from the special education teacher. The regular early childhood 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 regular early childhood 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.

Regular Early Childhood Program with Direct special Education Support in the Regular Early Childhood Program. The student receives special education support for the regular early childhood curriculum in the general education setting. The special education teacher, support service provider, or trained paraprofessional will be in the regular early childhood 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.

Regular Early Childhood Program with Direct Special Education Support Outside the Regular Early Childhood Program. The student receives special education support for the regular early childhood curriculum outside the regular early childhood program. When the services cannot be appropriately provided in the regular early childhood program, the student may receive selected services or all services he/she needs in a separate educational setting (including, but not limited to early childhood institutions). The special education teacher/service provider is responsible for monitoring the student's progress on IEP goals.

Teacher Endorsements:

Regular Early Childhood Program: The regular early childhood program is taught by a general education teacher who holds a valid practitioner's license and holds an endorsement that includes prekindergarten.

Endorsements for Early Childhood Education are:

100 Teacher – Prekindergarten through grade three, including special education

103 Teacher – Prekindergarten through kindergarten

106 Teacher - Prekindergarten through grade three

Early Childhood Special Education (ECSE): The early childhood special education program, as well as the consultation and support in the regular early childhood program, must be provided by an ECSE teacher who holds a valid practitioner's license and holds an endorsement that includes ECSE. The ECSE teacher is responsible for monitoring the child's progress on IEP goals.

Endorsements for Early Childhood Special Education are:

100 Teacher – Prekindergarten through grade three, including special education

223 Teacher - Prekindergarten through kindergarten, early childhood special education

Access to the Continuum:

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 agreements with other districts and/or agencies (i.e. early childhood programs in our community). Contracts will be examined annually to determine the availability of regular early childhood programs within the district.

Preschool Program Standards:

Early childhood special education 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. All programs serving eligible preschool children must meet at least one of the following:

- Iowa Quality Preschool Program Standards (QPPS)
- Head Start Program Performance Standards
- National Association for the Education of Young Children Accreditation

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

Caseload Determination

CASELOAD DETERMINATION WORKSHEET
CLINTON COMMUNITY SCHOOL DISTRICT

Teacher: _____
 Building: _____
 Date: _____

DIRECTIONS AND
CATEGORY
DETAILS ARE ON
THE REVERSE SIDE.

STUDENT NAMES	Student Information, Items											Totals
	1	2	3	4	5	6	7	8	9	10	11	
1												0
2												0
3												0
4												0
5												0
6												0
7												0
8												0
9												0
10												0
11												0
12												0
13												0
14												0
15												0
16												0
17												0
18												0

Items K-P reflect the teacher's caseload as a whole rather than a specific student:

Item	Description	Count
K	# paras you schedule, collaborate	X 25 for each para
L	# classes you co-teach	X 10 for each class
M	# classes you push in support	X 25 for each class
N	# students in Work Experiences	X 10 for each class
O	Sell Confined Classroom	X 10 for each class
P	IEP students in classes/daily	X 10 / day/student

Any other information about this caseload that needs to be considered? _____

CASELOAD TTL: **0**

Form number: 2222A

The worksheet is intended to be done electronically. Mark categories that most closely fit your situation.

List your student names in the left column.

Enter the "value" if category is applicable from the row above student names for each category that applies to that particular student.

Totals will be populated in the total columns automatically.

Populate categories A-D by choosing only one of the four fields with the value 1, 2, 3 or 4 in the proper column. The % comes from the "IP."

If formation is gathered for IHP student support, not general RTI or SDA. Enter RTI or SDA in the "Any other information" text box at the bottom of page 1.

CATEGORY DETAILS

A-D	Specialized Instruction. Percentage is taken from the student's IHP. Only enter a number from one of the four columns
E	Enter the actual number of goals on the IEP. This is the number of goals this teacher monitors, but generally not PT, OT or Speech. Reflects the number of probes collected.
F	Adult help needed for the student's physical needs, such as diapering, eating, feeding, wheelchair bound movement/repositioning.
G	Reflects if the student is on the Iowa Alternate Assessment. This is for grades 3-8, 10 or 11 only.
H	Uses Assistive Technology, such as AAC, for the primary method of communication. This category is not for picture cards used for general classroom use.
I	Medicaid billing. Sometimes the teacher is filling out health monitoring sheets. Sometimes the teacher is supervising the para's completion of behavior monitoring or filling out the behavior monitoring as the second teacher in the classroom, operating as a para as defined by Medicaid.
J	IHP, writing, monitoring, adjusting.
K	The number of paraeducators you schedule, collaborate. If a para is shared the total between different teachers is 1.0. Full time equivalent.
L	Co-teaching that includes shared planning and delivery of instruction, station teaching, parallel teaching, teaming. Considered one hour per class.
M	Push-in support is meant for support to a small group of students in a general classroom even when the small group fluctuates. Includes CIS study table support-average the student numbers for the three lunch periods.
N	Work experience is only counted by the work experience teacher or that one sheet.
O	Self-contained classrooms; additional weighting for parity (SIPD, Mckelvey, 80) "1" for each one hour daily.
P	IEP students in classes/daily reflects the number of students you are supporting in co-taught or push in/study table classes. "1" for each one hour daily. Provide the number if the students are not seen daily. (i.e. 2 days a week = 40% of that number of students.)

Caseload Determination

A	1 Pt.	Specialized Instruction Up to 25% Percentage is taken from the student's IEP. Only enter a number from one of the four columns.
B	2 Pt.	Specialized Instruction 26% - 50% Percentage is taken from the student's IEP. Only enter a number from one of the four columns.
C	3Pt	Specialized Instruction 51% - 75% Percentage is taken from the student's IEP. Only enter a number from one of the four columns.
D	4 Pt	Specialized Instruction 76% - 100% Percentage is taken from the student's IEP. Only enter a number from one of the four columns.
E	Actual	# Goals on IEP Enter the actual number of goals on the IEP. This is the number of goals this teacher monitors, but generally not PT, OT, or Speech. Reflects the number of probes collected.
F	1 Pt	Help – Physical Care Adult help needed for the student's physical needs, such as diapering, toileting, eating, and wheelchair bound movement/repositioning.
G	1 Pt	On Alt Assessment Reflects if the student is on the Iowa Alternate Assessment. This is for grades 3 – 8, 10 or 11 only.
H	1 Pt	Uses Assistive Technology, such as AAC, for the primary method of communication. This category is not for picture cards used for general classroom use.
I	.25 Pt	Medicaid Billing Sometimes the teacher is filling out health monitoring sheets. Sometimes the teacher is supervising the para's completion of behavior monitoring or filling out the behavior monitoring as the second teacher in the classroom, operating as a para as defined by Medicaid.
J	1 Pt	BIP writing, monitoring, adjusting.
K	.25 Pt	# Paras you schedule, collaborate The number of paraeducators you schedule, collaborate. If a para is shared the total between different teachers 1.0 full time equivalent.
L	1 Pt	# Classes you Co-Teaching that includes shared planning and delivery of instruction, station teaching, parallel teaching, and teaming. Considered one hour per class.
M	.25 Pt	# Classes you Push-in Support is meant for support to a small group of students in a gen ed classroom even when the small group fluctuates. Includes CHS study table support-average the student numbers for the three lunch periods.
N	1 Pt	# Students in Work Experience is only counted by the work experience teacher on that one sheet.
O	1 Pt	Self-Contained Classrooms, additional weighting for parody. (SigD, Moderate, BD) "1" for each one hour daily.
P	.10 Pt	IEP Students in classes/daily reflects the number of students you are supporting in co-taught or push in/study table classes. "1" for each one hour daily. Prorate the number if the students are not seen daily. (i.e., 2 days week = 40% of that number of students)

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

Resolving Caseload Concerns

A scheduled review of teacher caseloads will be conducted by each teacher using the Caseload Determination Worksheet. The teacher should turn their Caseload sheets into the building principal. A copy of all Caseloads will be turned into the Director of Student Services, by the building principals on the following dates:

1. Within 2 weeks of Special Education official count day;
2. by March 1 to plan for the following school year.

A teacher may request a caseload review by submitting, in writing, the request to the Director of Student Services.

The Director of Student Services will arrange a meeting with Director, Teacher and Building Principal to address the concern within 10 working days of the written concern.

If the teacher is not satisfied with the outcome of the meeting, the Director of Student Services will arrange a Caseload Assistance Team (CAT) meeting within 10 working days. The CAT will be comprised of four teachers, District Special Education Director (or designee), and an AEA representative. The CAT will make recommendations as to whether there is a need for adjustments to a teacher's schedule or roster.

A resolution and written decision must be made available to the teacher within 5 working days after the CAT meeting.

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.

District and AEA Special Education Director Checklist for Requirements

Is compliant with rules	Requirements	If not compliant, AEA Special Education Director comment
<input type="checkbox"/>	Development of District Developed Service Delivery Plan approved by school board	
<input type="checkbox"/>	Individuals on committee approved by district school board	
<input type="checkbox"/>	AEA represented by Director appointee	
<input type="checkbox"/>	Description of special education instructional services include full continuum	
<input 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 type="checkbox"/>	Description of procedures for resolving caseload concerns	
<input 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 type="checkbox"/>	Plan submitted to the AEA Special Education Director	

AEA Special Education Director Signature

Date

Information below the line for district use only

<input type="checkbox"/>	Final approval by district school board
<input type="checkbox"/>	Plan inserted into Comprehensive School Improvement Plan

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 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.

CLINTON COMMUNITY SCHOOL DISTRICT
SPECIAL EDUCATION CASELOAD CONCERN

This form is to be used by staff employees of Clinton Community School District to initiate a concern of their special education caseload that seeks resolution. The employee believes the current case load to be unfair, inequitable, or a hindrance to his/her effective job performance. Upon completion, this form is to be submitted to the district's Special Education Director.

Teacher submitting concern _____

School _____

Date _____

Concern

Possible Resolution of Situation

Date Received by District Special Education Director: _____

Director Signature

1st Resolution Step

District Special Education Director has scheduled a meeting with staff member, building principal and Director on _____

I am satisfied with the resolution presented at the above meeting. _____

I am NOT satisfied with the resolution presented at the above meeting and would

like a CAT team review _____

2nd Resolution Step

District Special Education Director has scheduled a CAT meeting on _____

Resolution

Date

Teacher

District Special Education Director