

South Central Calhoun Community Schools
District Developed Service Delivery Plan
For Special Education Services

Revised: 2014

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

The delivery system was developed in accordance with Iowa Administrative Code rule 41.408(2) “c”.

Special Education District Service Plan review committee met on Monday, November 17, 2014, to review the current plan and develop a proposal for the entire committee to discuss. Those committee members in attendance included:

Special Education Teachers

Kelly Gross—High School
Cindy Feldhans—Middle School
Rachel Miller—Elementary

District Administration

Jeff Kruse—Superintendent
Randy Martin—High School Principal
Marc DeMoss—Middle School Principal
Nicole McChesney—Elementary Principal

AEA Personnel

Kathy Hansen—AEA 8 Special Education Consultant

Special Education District Service Plan review committee met on Monday, December 15, 2014, to review the current plan and develop a plan proposal for the community to comment on, the School Board to approve, and the AEA Director of Special Education to approve. Those committee members in attendance included:

Administration

Jeff Kruse—Superintendent
Randy Martin—High School Principal
Marc DeMoss—Middle School Principal
Nicole McChesney—Elementary Principal

AEA Personnel

Kathy Hansen—AEA 8 Special Education Consultant

South Central Calhoun Board Member

Judy Hungate—Board Member

Parents

Alan & Jody Ellis—High School
Duane & Jennifer Snyder—High School
Cathy Voith—Middle School
Stacey Schellhammer—Middle School
Noel & Deven Blair—Elementary School
Tara Sexton—Elementary School
Marc & Emily Melody—Elementary School

Special Education Staff

Karen Gorden—High School
Kelly Gross—High School
Nathan Lamphier—High School
Angie Brus—Middle School
Brittney Feldhans—Middle School
Cindy Feldhans—Middle School
Rachel Miller—Elementary
Lacey Nelson—Elementary
Emily Gentry—Pre-School
Tiffany Klaassen—Pre-School
Melisa Lamaak—Pre-School
Emily Stelling—Pre-School

General Education Teachers

Andy Wuebker—Elementary
Shelia Welander—Middle School
Carol Newland—High School

Not in attendance on December 15, 2014

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

- **Consulting Teacher Services:** Consulting teacher services are defined as indirect service 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 who is 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 non-disabled students. These services are provided in partnership with the special education teacher and general education teacher to meet the content and skill needs of students in general education classroom. These services take shape in a variety of manners. For example, teachers co-plan, divide the class, and provide 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.
- **Direct Services:** Direct 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 who provides supplementary instruction that cannot otherwise be made available during the student's regular instruction time. These services are provided in an individual or small group setting for a portion of the day. Direct 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 setting does not supplant the instruction provided in the general education classroom.
 - **Minimal Services:** The student receives specially designed instruction and/or supports from a certified special education teacher. Services provided by the special education teacher could be delivered through joint planning, collaborative instruction, co-teaching and/or direct instruction. Special education teacher time commitment is less than 5 hours per week.

- **Focused Support:** The student receives specially designed instruction and/or supports from a certified special education teacher. Services provided by the special education teacher could be delivered through joint planning, collaborative instruction, co-teaching, and/or direct instruction. Special education teacher time commitment is between 5.5 and 12 hours per week.
- **Substantial Support:** The student receives specially designed instruction and/or supports from a certified special education teacher. Services provided by the special education teacher could be delivered through joint planning, collaborative instruction, co-teaching, and/or direct instruction. Special education teacher time commitment is between 12.5 and 24 hours per week
- **Intensive Support:** The student receives specially designed instruction and/or supports from a certified special education teacher. Services provided by the special education teacher could be delivered through joint planning, collaborative instruction, co-teaching, and/or direct instruction. Special education teacher time commitment is between 24.5+ hours per week.
- **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.
- **Integrated Preschool:** Preschool aged children will be placed in the regular early childhood program, which means there are less than fifty percent children with disabilities. The program will be provided by a teacher who holds appropriate licensure in both early childhood and early childhood special education.

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

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 principals.

In determining special education teacher caseloads, the South Central Calhoun Community School District will use the following values to assign points to the caseloads or each teacher in the district.

A teacher may be assigned a caseload with no more than 40 total points.

- 1. How many IEP students are on your roster? _____

- 2. List the number of student in each category below:
 - a) Minimal _____ x 1 pt. (5hrs or less per week) _____
 - b) Focused _____ x 2 pts. (5.1-12.1 hrs. per week) _____
 - c) Substantial _____ x 3 pts. (12.2-24 hrs. week) _____
 - d) Intensive _____ x 4 pts. (24.1 hrs. or more per week) _____

- 3. How many students on your roster will have a 3-year reevaluation this year? _____

- 4. How many grade levels are you serving? _____

- 5. With how many teachers do you co-teach? _____

- 6. How many students are on a FBA/BIP? _____

- 7. How many students have a healthcare plan in their IEP? _____

- 8. With how many paraprofessionals do you collaborate and/or supervise? _____

- Total** _____

Comments:

Extenuating circumstances for teacher factor

Caseload Determination for Preschool-Transitional Kindergarten Programs

Transitional Kindergarten

- Target of 12 students per half-day section
- Maximum of 6 IEP students (including instructional and non-instructional IEP's)

3 Year Olds Program

- Target of 12 students per section
- Maximum total of 30 students between the two sections
- Maximum of 6 IEP students between the two sections (including instructional and non-instructional IEP's)

4 Year Olds Program

- Target of 15 students per half-day section
- Maximum total of 36 students between two sections
- Maximum of 16 IEP students between two sections (including instructional and non-instructional IEP's)

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

Resolving Caseload Concerns

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

1. at beginning of the school year;
2. by October 30th; and
3. by April 1st to plan for the following school year
4. or requested by a concerned parent, student, teacher, administrator, or AEA personnel about the ability of the teacher to effectively perform the essential functions of the job due to caseload.

Procedural Steps to Resolve Concerns

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.
3. The request is reviewed for clarification with the principal. The principals 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. The committee shall consist of a special education teacher from each building, a building administrator, AEA representative, and/or the district special education director.
5. Upon receipt of the committee's recommendation, the principal will review the information and discuss it with the individual.
6. Within 10 working days, the principal will meet with the individual and provide a written determination indicating a solution.
 - The individual accepts the solution or
 - Appeals in writing to the Superintendent of Schools who will respond within 10 working days.
7. If the person requesting the review does not agree with the determination, he or she may appeal to the AEA Director of Special Education or designee.
8. The AEA Director of Special Education or designee will meet with personnel involved and will provide a written decision with 5 working days.

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?

Individual

Individual student progress on IEP goals will be graphed, reviewed and discussed on a regular and on-going basis every 2 weeks by the special education teacher and discussed with the general education teacher and the AEA consultant/specialist and school administrator as appropriate.

School: Aggregated by School and District

Each school in the district will review student progress monitoring, formative, or summative evaluation every 4 weeks. The subgroup performance in both reading and math will be reviewed and discussed by grade level teams which included both general and special education teacher. Subgroup achievement, growth, and the achievement gap will be included as items for discussion and planning.

District: Disaggregated by School Levels

At the district level, subgroup data for each school will be reviewed on an annual basis by the district's leadership team. IEP student data will also be disaggregated and examined by school level (early learning center, elementary, middle, high). In addition, the district will examine their Annual Progress Report data to determine priorities and develop an action plan as needed. If the district meets Annual Progress Report 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 AEA.

District Developed Special Education Services Delivery Plan Assurances

The district assures it provides a system for delivering instructional service including a full continuum of services and placements to address the needs of eligible individuals aged 3 to 21, and shall provide 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 received 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 teacher 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 that prior to the school board adoption, this delivery plan 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.
 - The district assures that AEA Special Education Director verified the delivery system is in compliance with the Iowa Administrative Rules of Special Education.
 - The district assures that school board has approved the service delivery plan for implementation.

It is the policy of the South Central Calhoun Community School Districts not to illegally discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy, please contact the districts' Equity Coordinator Wendi Geno, 1000 Tonawanda, Rockwell City, IA 50579, 712-297-7222, wgeno@scc.k12.ia.us.