

North-Linn Community School District



District Developed Service Delivery Plan

**District Developed Special Education Service Delivery Plan
North-Linn Community School District**

What was the process 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.

How will services be organized and provided to eligible individuals?

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 consulting teacher service: 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 specially designed instruction provided to a group of students with disabilities and non-disabled students. The special education teacher provides these services in partnership with the general education teacher to meet the content and skill needs of students in the general education classroom. These services take shape in a variety of manners. For example: teachers co-planning, 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 the service 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 and a general education teacher in a general education classroom to aid the student(s) in accessing the general education curriculum. These services are provided simultaneously with general education content area instruction.

Direct Supportive Services: Direct supportive 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. Direct supportive 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 the direct supportive service does not supplement the instruction provided in the general education classroom.

Direct Modified Services: Direct modified 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.

Early Childhood Special Education Services:

The North-Linn Community School District will make available instructional services and placements for preschool children in a regular early childhood program. A teacher who holds a valid practitioner's license that includes prekindergarten and early childhood special education serves children in the regular early childhood classroom. The teacher is responsible for direct instruction, preparation of materials, adaptations and accommodations in implementing the IEP. The North-Linn Community School District's regular early childhood program may implement the criteria of the following program or combination of programs dependent upon student placement: (Iowa Quality Preschool Program Standards, Head Start Program Performance Standards, or National Association for the Education of Young Children (NAEYC))

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.

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

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.

A “full” teacher caseload will be considered to be a range from 22 to 29 total points. If a teacher’s caseload exceeds this number, the teacher and special education coordinator will meet to discuss whether the teacher is able to provide the services and supports specified in his or her students’ IEPs. If the teacher is able to do so, no further action is needed. If the teacher is unable to provide the services and supports specified in his or her students’ IEPs, a plan of action will be developed. If the teacher is not satisfied that the plan of action will meet the requirements of his or her students’ IEPs, the teacher may initiate the process for resolving caseload concerns that is described in this plan.

In determining special education teacher caseloads, the North-Linn Community School District will use the following values to assign points to the caseloads of each teacher in the district.

1 Point: Student has 1-2 IEP goals.

2 Points: Student has 3 IEP goals.

3 Points: Student has 4 or more IEP goals.

1.5 points: Each student provided more than five hours per day of direct instruction by the teacher.

0.25 points: Each student who will have a three-year reevaluation during the current year.

1 point: Each student for whom the teacher plans and supervises work experience.

1 point: Each teacher with whom the special education teacher co-teaches.

1 point: Each student who is dependent on an adult for physical needs.

1 point: Each student who has a behavior intervention plan (BIP).

0 Points: Student on a BIP / FBA, being monitored in the general education setting

1 Point: Student on a BIP / FBA requiring limited time assessment, planning, data collection and/or communication with others (not more than 2 hours per month).

2 Points: Student on an BIP / FBA requiring 2 to 4 hours monthly for assessing, planning, data collection and/or communication with others.

3 Points: Student on an BIP / FBA requiring more than 4 hours monthly for assessing, planning, data collection and/or communication with others.

1 point: Each associate with whom the special education teacher collaborates.

1 point: Each student served off-site (e.g., hospital, homebound, general education preschool, etc.).

0.25 point: Monthly Consultation with AEA staff

Early Childhood Special Education:

The North-Linn Community School District's selected Regular Early Childhood Program or Early Childhood Special Education Program (ECSE) will implement the criteria of the selected program standards regarding maximum class size and teacher-child ratios.

Caseload Determination Worksheet

1. How many students have the following IEP Goals:
One Point: Student has 1-2 IEP goals. _____
Two Points: Student has 3 IEP goals. _____
Three Points: Student has 4 or more IEP goals. _____
 2. How many students on your roster will have a 3-year reevaluation this year? ____ X .25 _____
 3. For how many roster students will you be planning and supervising work experience? _____
 4. With how many teachers do you co-teach? _____
 5. How many students on your roster are dependent upon an adult for their physical needs? _____
 6. How many students are on a BIP / FBA:
0 Points: Student on a BIP / FBA, being monitored in the general education setting
1 Point: Student on a BIP / FBA Requiring limited time assessment, planning, data collection and/or communication with others (not more than 2 hours per month). _____
2 Points: Student on an BIP / FBA requiring 2 to 4 hours monthly for assessing, planning, data collection and/or communication with others. _____
3 Points: Student on an BIP / FBA requiring more than 4 hours monthly for assessing, planning, data collection and/or communication with others. _____
 7. With how many associates do you collaborate? _____
 8. How many students do you serve off-site? (e.g., hospitalize, homebound, in general education preschool) _____
 9. Monthly Consultation with AEA staff ____ X .25 _____
- Total** _____

What procedures will a special education teacher use to resolve 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. 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/co-teaching assignments
 - 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 cannot be 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.

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 state's performance plan (SPP) and the 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.

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.