

Saydel Community School District



District Developed Service Delivery Plan

Revised: September 2014

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

Iowa Administrative Code Rule 41.408 (2) “c”

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 representatives of Heartland AEA.

On Monday, Monday, July 14, 2014, the Saydel Board of Education approved committee members to develop a Special Education Service Delivery Plan for the Saydel Community School District.

Overview of steps in completing this Service Delivery Plan:

- Step 1:** The district school board approves the development of Service Delivery Plan and individuals on development committee.
- Step 2:** The committee develops the plan.
- Step 3:** The plan is available for public comment.
- Step 4:** The committee considers public comments.
- Step 5:** The AEA Special Education Director verifies plan compliance.
- Step 6:** The district school board approves the plan prior to adoption.
- Step 7:** The plan is included in the designated area of the CSIP.
- Step 8:** The plan is reviewed in connection with the 5-year accreditation cycle or earlier if required by determination given by the state.

Committee Representation

The development committee must have representation from the following groups:

Parents of eligible individuals -	Kim Nekola, District Parent
Special education teachers -	Jennifer Husen, Cornell Elementary Sara Sonuis, Saydel High School
General education teachers -	Erin Ogden, Woodside Middle School
District administrators -	Christopher Feldhans, Principal Woodside Middle School Julie McKibben, Director of Special Education
AEA representation - (appointed by AEA Special Education Director)	Shanon Heller, AEA Social Worker Leslee Valenta, AEA Special Education Consultant Nikki Roorda, Regional Director Heartland AEA

The Saydel Board of Education reviewed and approved the final District Developed Special

Education Delivery Plan on September 8, 2014.

The District Developed Service Delivery Plan will be available to the public on the Saydel Community School District website.

How will services be organized and provided to eligible individuals?

Early Childhood Programs (Chronological Ages 3 to 5):

Preschool aged children may be placed in Regular Early Childhood Programs, which means there are less than 50 percent children with disabilities, or in Early Childhood Special Education Programs where there are more than 50 percent children disabilities. Both programs utilize Iowa Quality Preschool Program Standards (QPPS). The Regular Early Childhood Program may be taught by a general education teacher who holds a valid practitioner's license and an endorsement that includes pre-kindergarten. The Early Childhood Special Education (ECSE) program, as well as the consultation and support in the regular early childhood program, will be provided by and ECSE teacher who holds a valid practitioner's license and an endorsement that includes ECSE. The ECSE teacher is responsible for monitoring the child's progress on Individualized Education Plan (IEP) goals. Data will be collected on the skill list and recorded on graph weekly. The teacher will use the four-point decision making rule to make instructional decisions. After a minimum of 7-12 data points have been collected, if the final four data points fall below the goal line, an instructional change will be made and described on the graph. Parent will be notified.

The Regular Early Childhood Program or the ECSE Program may be taught by a person who has a dual endorsement. If the child is served in the regular early childhood classroom with a teacher who holds a valid practitioner's license that includes pre-kindergarten 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 the dual endorsement is responsible for implementing and monitoring the child's progress according to the IEP.

Saydel 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. If Saydel provides instructional services through a contractual agreement with another district or agency, the preschool services will be examined annually to determine the availability of regular early childhood programs within the district.

School Age (Chronological Ages 5-21):

Nominal 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, alternative class and/or direct instruction. Special education teacher time commitment is less than 5 hours per week.

Targeted 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, alternative class and/or direct instruction. Special education teacher time commitment is between 5 and 12.5 hours per week.

Sustained 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, alternative class 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, alternative class and/or direct instruction. Special education teacher time commitment is more than 24 hours per week.

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. Individual district special education teachers with their building principal or special education coordinator will review caseloads at least twice during the school year.

A “full” teacher caseload will be considered to be 30-45 total points. If a teacher’s caseload exceeds this number, the teacher and the principal 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 Saydel Community School District will use the following values to assign points to the caseloads of each teacher in the district.

- 1 Point: Each IEP for which the teacher is responsible for IEP writing, IEP meetings, progress monitoring and reporting to parents.
- 1 Point: Each student provided up to two hours per day of direct instruction by the teacher.
- 1.25 Points: Each student provided between two and five hours per day of direct instruction by the teacher.
- 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 special education 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).
- 1 Point: Each student served off-site (e.g., hospital, homebound, general education preschool)
- 1 Point: Each student who will be on Iowa Alternate Assessment (IAA)
- 0.25 Points: With how many service providers to you collaborate? (SLP, OT, PT, AT, Behavior Analyst)

Caseload Determination K-12

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

2. List the number of students in each category below:
 - a. Up to 2 hours per day of direct instruction _____
 - b. Between two and five hours per day of direct instruction (x1.25) _____
 - c. More than five hours per day of direct instruction (x1.50) _____

3. How many students on your roster will have a 3-year re-evaluation or graduation this year (x0.25) _____

4. For how many roster students will you be planning and supervising work experience? _____

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

6. How many students on your roster are dependent upon an adult for their physical needs? _____

7. How many students are on a Behavior Intervention Plan (BIP)? _____

8. With how many teacher associates do you collaborate? _____

9. How many students do you serve off-site? (e.g., hospitalized, home-bound, in general education preschools) _____

10. How many alternative assessments will you administer this year? _____

11. With how many service providers to you collaborate? (x25) _____
ie. SLP, OT, PT, AT, Behavior Analyst

- TOTAL** _____

Caseload Determination

Iowa Quality Preschool Program Standards (QPPS)

Saydel CSD's regular early childhood program and early childhood special education programs will maintain the teacher-student ratios prescribed by the National Association for the Education of Young Children (NAEYC) or Iowa's Quality Preschool Program Standards (QPPS). The teacher ratios are as follows:

Age of Student	Teacher/Student Ratio
3	1:8
4	1:10

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

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

1. at the beginning of the school year;
2. by November 30; and
3. by June 1 to plan for the following school year.

Upon review, if there appears to be an overload, the teacher may request and the principal will arrange a Caseload Assistance Team (CAT) meeting. The CAT will be comprised of four teachers, a building administrator, the district Director of Special Education, 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.

At any other time, a teacher may request a caseload review by submitting, in writing, the request to the building principal. The building principal must convene the CAT within five working days. A resolution and written decision must be made available to the teacher within 5 days after the CAT meeting.

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?

Saydel CSD will examine their Special Education State Performance Plan (SPP) and Annual Progress Report (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 Developed Special Education Service Delivery 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 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 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

Glossary

Joint Planning: 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 skill 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 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 Instruction: Direct instruction is 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 instruction services supplement the instruction provided in the general education classroom through Consulting Teacher services, Collaborative services, or Co-teaching services. The specially designed instruction provided in direct instruction settings does not supplant the instruction provided in the general education classroom.

Alternative Class: Alternative 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 nondisabled peers. The general education teacher provides content to the special education teacher in a consultative manner.