

# Rock Valley

Community School District



**District Developed Special Education  
Service Delivery Plan**

# District Developed Special Education Service Delivery Plan Rock Valley Community School District (May 2015)

## **Special Education Service Delivery Plan:**

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

The delivery system was developed in accordance with the 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.

### **District Developed Service Delivery Plan: Development Group:**

Nicole Roder, Middle School and High School Principal  
 Don Ortman, Elementary Principal  
 Chad Janzen, Superintendent  
 Jodi Negaard, High School Special Education Teacher  
 Amanda Trei, Elementary Special Education Teacher  
 Peggy Koele, High School Special Education Teacher  
 Brittany Lehner, Elementary Special Education Teacher  
 Lisa Olivier, Early Childhood Special Education Teacher  
 Joni Van Ginkel, Middle School Special Education Teacher  
 Mike Elgersma, Parent  
 Stacey Schmidt, Parent  
 Jodi Vogel, Northwest AEA Special Education Consultant  
 Dana Oas, Northwest AEA Consultant

2. How will services be organized and provided to eligible individuals?

**Regular Early Childhood Program Monitored by a Licensed Early Childhood Special Education Staff.** (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 (modifications) 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.

**General education with consultation.** The student is served in the general education classroom without any accommodations or modification to the curriculum, instruction, testing or grading. The service provider is responsible for consulting with the general education teacher and monitoring the student’s progress according to the IEP.

**General education with co-teaching/team teaching services.** Co-teaching/team 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 contents. The effectiveness of services provided through co-teaching/team teaching have a strong research base.

**General education with consultant/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 the 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-teacher. The special education teacher/service provider is responsible for monitoring the student's progress on the IEP goals.

**General education with direct special education support outside the general education classroom.** The student receives special education support for the general education curriculum outside the general education setting. When the services cannot be appropriately provided in the general education setting, the student may receive selected services or all services he/she needs in a separate education setting (including, but not limited to special classes, special schools, home instruction, and instruction in hospitals and institutions). The special education teacher/service provider is responsible for monitoring the student's progress on IEP goals.

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 to 21.

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

### Teacher Caseloads

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 2 and 5 hours per day of direct instruction _____ x 1.25	
	c. More than 5 hours per day of direct instruction _____ x 1.50	
3	How many students on your roster will have a 3-year reevaluation this year? _____ x .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?	
8	With how many associated do you collaborate?	
9	How many students do you serve off-site? (e.g., hospitalized, home-bound, in general education preschools, alternative programs, etc.)	
10	Number of general education classes being taught?	
11	Number of students transitioning from early childhood or post-secondary?	
	TOTAL	

### 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.

A “full” teacher caseload will be considered to be 30 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 Rock Valley 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 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 paraprofessional with whom the special education teacher collaborates.
- 1 point: Each student served off-site (e.g., hospital, homebound, general education preschool, etc.)
- 1 point: Each general education class taught by the special education teacher.
- 1 point: Each student transitioning from early childhood or to post-secondary.
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 the building principal as follows:

1. by November 15; and
2. by May 1 to plan for the following 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 two (2) teachers, a building administrator, 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.

### **Requesting a Caseload Review**

- All requests must be in writing
- The person requesting the review is responsible for gathering relevant information to support their request. This information must 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 your principal/supervisor.
  3. The request is reviewed for clarification with your principal/supervisor.
  4. If the caseload concerns cannot be satisfactorily resolved, the principal will arrange a CAT meeting.
  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.
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 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.

### **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:
  - 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 specifically 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 individual's service.
- The district assures the school board has approved the development of the plan for creating a system for delivering 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 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 and 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.