

Central DeWitt Special Education Delivery Plan

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

The delivery system was developed as required by 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.

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

K-12 Continuum of Services

Consultation Services: In the consultation model, students are taught academic subjects by a core content endorsed teacher, with the special education teacher providing consultation to the teacher regarding specially designed instruction, accommodations, progress monitoring, etc. The special education teacher also provides students supports as needed in pull out sections (skill acquisition, remediation, reteaching, etc.) Note: Students can earn academic credit only in a class that is taught by a teacher who is endorsed in the academic area.

“Reverse” Consultation

In a very small number of cases (about 10 to 15 percent of students with IEPs who cannot succeed in a general education setting with a core content endorsed teacher), districts can allow "reverse" consultation through which the special education teacher provides the instruction in the core content area and has regular and frequent consultation with the core content endorsed teacher. Reverse consultation is appropriate only for those students who have significant cognitive and/or behavioral disabilities. (See Iowa Department of Education document entitled “Reverse Consultation.”) In the model, the core content endorsed teacher must assign the grade to the student (ideally the special education teacher contributes to the grading decision). The curriculum is considered under the supervision of the content endorsed teacher with the special education teacher responsible for IEP progress and appropriate instructional strategies. The core content endorsed teacher must appear on the report card or some other form of documentation as a co-teacher. The special education teacher must be thoroughly familiar with the strategies and assessments being used by the core content endorsed teacher and integrate them as much as possible into the instruction. Note: A reading disability does not constitute a cognitive disability in and of itself

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 or regular early childhood program teacher in partnership to meet the content and skill needs of students in the general education classroom or program. These services take shape in a variety of ways. 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. In all co-teaching arrangements, the special educator takes primary responsibility for designing and delivering specially designed instruction,

assuring access to the general curriculum, and assessing the progress of students with IEPs. 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 or regular early childhood program to aid the student(s) in accessing the general education curriculum. These services are provided simultaneously with the general education or preschool content area instruction.

Out-of-Class Services: Out-of-Class services (e.g., Pull-Out) 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. These services supplement the instruction provided in the general education classroom or program through Consulting Teacher services or Collaborative/Co-teaching services. The specially designed instruction provided in settings outside of the general education classroom or Regular Early Childhood Program does not supplant the instruction provided in the general education classroom.

Special Class/Early Childhood Special Education Program (ECSE): Special Class or ECSE services are defined as direct specially designed instruction provided to an individual student with a disability or group of students with disabilities by a certified special education teacher to provide instruction which is tied to the general education or preschool 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/ECSE Program, 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. 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 or agencies. The continuum includes services for eligible individuals ages 3-21.

Regular Early Childhood Program with Teacher holding Dual Endorsements (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 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. The district's regular early childhood program and early childhood special education programs meet National Association of Education of Young Children accreditation and they also meet Iowa Quality Preschool Program Standards.

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

Caseload Determination

- _____ How many IEP students are on your roster?
1. _____ How many students are receiving specially designed instruction (as stated in the student's IEP) in each category below?
 1. _____ Up to 2 hours per day
 2. _____ Between 2 and 5 hours per day _____ x 1.25
 3. _____ More than 5 hours per day _____ x 1.50
 2. _____ With how many teachers do you co-teach (in addition to the delivery of instruction, *co-teaching includes such support as joint planning and consultation*)?
 3. _____ With how many educational aides or other support personnel do you collaborate (building/AEA personnel) as specified in the IEP to monitor student progress or instruction?
 4. _____ How many students on your roster will have a 3-year re-evaluation this year? _____ x .25
 5. _____ How many students on your roster are dependent upon an adult for their physical needs?
 6. _____ How many students have a Behavior Intervention Plan (BIP)?
 7. _____ How many students utilize assistive technology requiring extensive teacher-provided individualization and/or training for the student?
 8. _____ For what number of students will you be planning and supervising their work experience?
 9. _____ How many students do you serve off-site? (homebound instruction, Partnership School, regular home visits, hospitalized, etc.) _____ x .25

TOTAL _____

Caseload Determination Procedural Guidance

The following information is intended to provide additional guidance for the application of the caseload determination worksheet. However, it should be noted that no amount of explanation can fully remove the idiosyncratic needs of students with individualized education plans. Thus, some level of interpretation and latitude in the administration of these guidelines will continue to be necessary.

1. How many IEP students are on your roster?

Only students on an active roster should be counted. IEP students who may have moved into the district and are not yet on the service roster should not be reflected in the point total for this item. Their presence and service delivery requirements are addressed in #2 below.

2. How many students are receiving specially designed instruction (as stated in the student's IEP) in each category below?

- a. _____ Up to 2 hours per day
- b. _____ Between 2 and 5 hours per day _____ X 1.25
- c. _____ More than 5 hours per day _____ X 1.50

The intent of this item is to recognize the needs of students along the service delivery continuum. Students requiring less instructional time will yield fewer points while students receiving considerable instructional time will receive the highest point value.

The system is thus responsive to students from a consultative to a self-contained service model.

3. With how many teachers do you co-teach (in addition to the delivery of instruction, co-teaching includes such support and joint planning and consultation)?

Due to the various models of co-teaching as well as the differing levels of involvement along the K-12 spectrum, it is difficult to provide clarity in a "one size fits all" fashion. However, general guidelines should give consideration to the frequency of the co-teaching (daily, couple of times a week, weekly, less often), the intensity (planning for the co-teaching, delivering the instruction, modifying the instruction, assessing/evaluating the student's performance) and the duration (the time involvement: is the consultation a one minute check or a 45 minute planning session). The more characteristics of frequency, intensity and duration are met, the more likely that student's co-teaching needs will impact the overall caseload.

4. With how many educational aides or other support personnel do you collaborate (building/AEA) as specified in the IEP to monitor student progress or instruction?

It is hoped the added language provides additional clarity to this item. Collaborative services of a magnitude to add points to the caseload are those specified in the IEP. They require ongoing conversations about assessing and adjusting instruction, monitoring and changing behaviors, as well as learning/applying new techniques. Collaborative services are not necessarily operative for the monitoring of work/assignment completion. Once again the frequency, intensity and duration of the collaborative services are key.

5. How many students on your roster will have a 3-year re-evaluation this year?

While the involvement of the special education teachers may vary depending upon the size of the building and the level of AEA services in place, this is a straightforward application of the stated item.

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

Generally speaking, physical needs are those that include mobility and self-help skills (feeding, toileting, hygiene, etc.) Consideration for students with behavioral issues putting them at a flight risk is addressed in #7 below. There may be some safety needs (for example at a preschool level) that fall into this area. Those situations require individual consideration/discussion.

7. How many students have a Behavior Intervention Plan (BIP)?

This is intended to be a straightforward application-----students do or do not have a behavior plan. It should be noted, however, that students whose IEP contains a “behavioral goal” likely need to have a BIP.

8. How many students utilize assistive technology requiring extensive teacher-provided individualization and/or training for the student?

The mere existence of assistive technology in a student’s IEP is not sufficient for adding points to the caseload. The use of the technology must require extensive teacher intervention, either to help the students utilize the equipment on a regular basis or to train the student (one time or ongoing) in its use. Students who begin using assistive technology at an early age may not require much adult intervention to access that equipment as they mature. Again, this application will vary from student to student and from one piece of assistive technology to another.

9. For what number of students will you be planning and supervising their work experience?

This item is only applicable at the high school level. The caseload impact is only for the personnel responsible for establishing and monitoring the work experience. Special education teachers whose students have a work experience, but for whom they are not responsible, do not reflect the points on their caseload.

10. How many students do you serve off-site (homebound instruction, Edison Academy IEP instruction, regular home visits, hospitalized, etc.)?

Many students are served off-site. The impact to the caseload is noted when the teacher is providing ongoing services. The occasional meeting or consultative conversation are an expectation, but not an ongoing impact to the caseload.

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

12. 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?

4. What procedures will the special education teachers 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 9 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 your principal/supervisor.
3. The request is reviewed for clarification with your 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

- 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 Annual Yearly Progress (AYP) data to determine priorities and develop an action plan. If the district meets Annual Yearly Progress (AYP) 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 service and placements to address the needs of eligible individuals aged 3-21, 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 3-5 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 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 education classroom or in an environment other than the general education 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 education 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 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.

The district will give parents/families/interested persons time for public comment via our website: www.cd-csd.org and we will use that public comment to drive further revisions of our plan.

