

Nodaway Valley Community
School District

District-Developed
Special Education
Services Delivery
Plan

December 2018

Process for Development

What process was 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 a representative of the Green Hills Area Education Agency.

The DDSDP (District-Developed Special Education Service Delivery Plan) Committee met on December 13, 2018 to review, edit and approve the drafted plan. Members present were:

- Lanny Klieftho---Special Education Coordinator and MS/HS Principal
- Casey Berlau---Superintendent
- Connie Lundy---Elementary Principal
- Lora Hight---Green Hills AEA Representative
- Dayna Jensen---Special Education Teacher
- Peggy Keuning---Special Education Teacher
- Norma McCutchan---General Education Teacher
- Megan Emerson---Parent
- Danielle Kuhn---Parent

Other staff and parents were invited to participate but were not able to attend the meeting.

The Nodaway Valley School Board approved the DDSDP during the February board meeting held on **February 14, 2019**.

All staff will receive copies of the plan as a part of the staff handbook, which will be reviewed at the start of the 2019-20 school year and reviewed annually.

Continuum of Services

How will service be organized and provided to eligible individuals?

General Education with consultation. The student is served in the general education classroom or regular early childhood program 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 consultation/accommodations. The student is served in the general education classroom or regular early childhood program with consultation and support from the special education teachers. 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 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 or regular early childhood program 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-teaching. The special education teacher/service provider is responsible for monitoring the student's progress on 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 or regular early childhood program 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 educational setting (including, but not limited to special classes or early childhood special education program, 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.

Regular Early Childhood Program with Teacher holding Dual Endorsements. 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 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.

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

Collaboration occurs between the special education teacher and the general education teacher. The general education teacher provides all instruction and modifications.

Continuum of Services Visual Graph

The special education and general education teachers provide instruction or modifications in the general education classroom.

The student is placed in general education classroom 100% of day. Slight environmental modifications may be made with no curricular modifications. The general education teacher provides all instruction. The student is removed from the general classroom for part of the day for reinforcement of classroom instruction.

The special education teacher removes the student from the general classroom for part of the day for direct instruction.

The student is removed from the general classroom for all academic subjects but non-academic subjects are in the general classroom.

The student is removed from the general classroom all day for all subjects.

The student's instruction is provided outside of the school setting 100% of the day. The curriculum and instruction may or may not be modified.

Caseload Determination

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

Caseloads will be established at start of the school year and reviewed during the first semester by individual school districts special education teachers and building principal and/or special education coordinator. Caseloads will be monitored as needed throughout the remainder of the year.

The criteria of the Preschool Program Standard being implemented regarding maximum class size and teacher-child ratios will be implemented for children ages 3-5 years.

A teacher may be assigned a caseload with no more than 100 total points. This caseload limit may be exceeded by no more than 10% for a period of no more than six weeks, if doing so does not prevent the affected teacher's ability to provide the services and supports specified in his or her student's IEPs.

In determining teacher caseloads, the Nodaway Valley Community School District will use the following values to assign points to the programs of each eligible individual receiving an instructional program in the district.

Curriculum

- Zero Points:** Student is functioning in the general education curriculum at a level similar to peers
- One Point:** Student requires limited modifications to the general curriculum
- Two Points:** Student requires significant modifications to the general curriculum
- Three Points:** Significant adaptation to grade level curriculum requires specialized instructional strategies. Alternate assessment is used to measure progress

IEP Goals

- Zero Points:** Student has IEP goals instructed by another teacher or service provider.
- One Point:** Student has 1-2 IEP goals.
- Two Points:** Student has 3 IEP goals.
- Three Points:** Student has 4 or more IEP goals.

Specially Designed Instruction

- Zero Points:** Student requires no specially designed instruction
- One Point:** 25% or less of instruction is specially designed and/or delivered by special education personnel
- Two Points:** 26-75% or less of instruction is specially designed and/or delivered by special education personnel
- Three Points:** 76 to 100% of instruction is specially designed and/or delivered by special education personnel

Joint Planning and Consultation

- Zero Points:** Joint planning typical for that provided for all students
- One Point:** Special education teachers conduct joint planning with 1 general education teacher or paraprofessionals over the course of each month
- Two Points:** Special education teachers conduct joint planning with 2 to 3 general education teachers or paraprofessionals over the course of each month
- Three Points:** Special education teachers conduct joint planning with more than 3 general education teachers or paraprofessionals over the course of each month

Paraprofessional Support

- Zero Points:** Individual support needed similar to peers
- One Point:** Additional individual support from an adult is needed for 25% or less of the school day
- Two Points:** Additional individual support from an adult is needed for 26% to 75% of the school day
- Three Points:** Additional individual support from an adult is needed from 76% to 100% of the school day

Assistive Technology

- Zero Points:** Assistive technology use is similar to peers
- One Point:** Assistive technology requires limited teacher-provided individualization and/or training for the student
- Two Points:** Assistive technology requires extensive teacher-provided individualization and/or training for the student
- Three Points:** Assistive technology is requires extensive teacher-provided individualization and/or training for the student. Significant maintenance and/or upgrades for continued effective use are anticipated

FBA/BIP

- Zero Points:** Student requires no FBA or BIP
- One Point:** Requires limited time assessment, planning, data collection and communication with others (not more than 2 hours per month)
- Two Points:** Requires 2 to 4 hours monthly for assessing, planning, data collection and communication with others
- Three Points:** Requires more than 4 hours for assessing, planning, data collection and communication with others

Caseload Rubric for Individual Scoring

Teacher: _____ Student: _____ Point Total: _____

	Curriculum	IEP Goals	Specially Designed Instruction	Joint planning and consultation	Paraprofessional Support	Assistive Technology	FBA/BIP
Zero Points	Student is functioning in the general education curriculum at a level similar to peers	Student has IEP goals instructed by another teacher or service provider.	Student requires no specially designed instruction	Joint planning typical for that provided for all students	Individual support needed similar to peers	Assistive technology use is similar to peers	Student requires no FBA or BIP
One Point	Student requires limited modifications to the general curriculum	Student has 1-2 IEP goals.	25% or less of instruction is specially designed and/or delivered by special education personnel	Special education teachers conduct joint planning with 1 general education teacher or paraprofessionals over the course of each month	Additional individual support from an adult is needed for 25% or less of the school day	Assistive technology requires limited teacher-provided individualization and/or training for the student	Requires limited time assessment, planning, data collection and communication with others (not more than 2 hours per month)
Two Points	Student requires significant modifications to the general curriculum	Student has 3 IEP goals.	26-75% or less of instruction is specially designed and/or delivered by special education personnel	Special education teachers conduct joint planning with 2 to 3 general education teachers or paraprofessionals over the course of each month	Additional individual support from an adult is needed for 26% to 75% of the school day	Assistive technology requires extensive teacher-provided individualization and/or training for the student	Requires 2 to 4 hours monthly for assessing, planning, data collection and communication with others
Three Points	Significant adaptation to grade level curriculum requires specialized instructional strategies. Alternate assessment is used to measure progress	Student has 4 or more IEP goals.	76 to 100% of instruction is specially designed and/or delivered by special education personnel	Special education teachers conduct joint planning with more than 3 general education teachers or paraprofessionals over the course of each month	Additional individual support from an adult is needed from 76% to 100% of the school day	Assistive tech requires extensive teacher-provided individualization and/or training for the student- Significant maintenance and/or upgrades for continued effective use are anticipated	Requires more than 4 hours for assessing, planning, data collection and communication with others

Caseload Resolution

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

Individual LEA special education teachers with their building principal and/or special education coordinator will review caseloads during the first semester of the school year and be monitored as needed throughout the remainder of the year.

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 to serve as a review team in collaboration with the building principal/supervisor when a caseload review has been requested
- *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.

Nodaway Valley Community School District Caseload Review Questions

Teacher _____ Building _____
Semester 1 or 2 Date _____ Signature _____

- ___ There are no concerns with my caseload at this time

- ___ My point total exceeds the recommended point total however, I waive the right to a caseload review

- ___ I visited informally with my building principal and am satisfied the issue has been resolved until the next review

- ___ At this time, I do not feel my caseload concern has been resolved. Please consider this request for a formal process to begin. The attached rationale states my concerns more specifically:

Recommendations to resolve this concern are:

Date reviewed by building principal _____
Date reviewed by caseload review committee _____
Resolution by committee attached _____
Please return this form to Special Education Director by _____

Identified Targets and Program Effectiveness

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? 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?

In order to meet the State Performance Plan/Annual Progress Report (SPP/APR) goals, accountability will be addressed in the following ways:

- *Individual student IEP goal progress monitoring
- *Aggregation of progress monitoring and summative evaluations for group of students at both school and district levels
- *Examination of disaggregated subgroup achievement and SPP/APR data

The ways of evaluating the effectiveness of the delivery system are detailed below:

Individual student progress on IEP goals and academic performance will be reviewed and discussed on a regular and on-going basis by special education and general education teacher(s) along with the AEA representative and school administrator as appropriate. Reviews will be used to determine if adequate progress is being made and if any adjustments in instruction and/or services are needed.

Each school in the district will review student progress monitoring, formative, or summative evaluations on a quarterly basis. The IEP subgroup performance in both reading and math will be reviewed and discussed by grade level teams, which include both special education and general education teachers. Schools with a subgroup achievement gap; thus, impeding progress toward meeting the district SPP/APR requirements, will develop a school-based action plan to close the achievement gap by grade level in each school. These plans will be monitored at the school every semester and at the district level at the end of each school year. In the event that this process creates the need to revise the DDSDP, the district will follow the process to revise and readopt the DDSDP.

At the district level, IEP subgroup data for each school, along with the plans as described above, 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 (elementary, middle, high). The district will examine their State Performance Plan for Special Education (SPP) and Annual Progress Report (APR) data to determine priorities and develop an action plan as needed. If the district meets SPP and APR requirements, the delivery system will be considered effective. If the district does not meet requirements, the district will review its action plan and revise it, as needed. The district will work in collaboration with the Iowa Department of Education and Green Hills AEA.