

**District Developed Special Education Service Delivery Plan
Coon-Rapids Bayard Community School District
Public Comment Draft**

The Iowa Administrative Rules of Special Education require each school district to develop a plan for the delivery of special education services. Districts must make the plan available for public comment. If you have comments that you wish to be considered before this plan is finalized, please submit those comments to:

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OR

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Comments must be received by (date): May 27, 2009

SPECIAL EDUCATION DELIVERY PLANNING COMMITTEE:

Teachers: Jeanne Lemke, Ann Jensen, Connie Strasser

Special Education Teachers: Cory Behrens, Annette Nees, Janelle Lynch, Glen Snyder, Carolyn Boettcher, Jim Molitor

Parents: Teresa McClellan, Clarissa Kelly

Special Education Coordinator: Bill Orlando

Administrators: Rich Stoffers, Shawn Zanders

AEA 11 Consultants: Barb Hoffman, Amy Brieche

Plan:

1. 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.

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

Consulting Teacher Services: 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 skills 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 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/or trained special education associate 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.

Pull-Out Services: Pull-Out 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 and/or trained special education associate 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. Pull-out 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 Pull-out settings does not supplant the instruction provided in the general education classroom.

Special Class: Special 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 and/or trained special education associate 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.

**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

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

1. List the number of students on your roster in each category below:
 - a. One goal area ____x1.00 _____
 - b. Two goal areas ____x 1.25 _____
 - c. Three or more goal areas ____ x 1.50 _____
2. How many students do *you* provide Direct Instruction for:
 - a. Up to one hour a day ____x1.00 _____
 - b. One to two hours a day ____x1.25 _____
 - c. Between two and five hours per day
of direct instruction ____ x 1.50 _____
 - d. More than five hours per day of
direct instruction ____ x 2.00 _____
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. For how many students do you engage in joint planning for 2 or more hours /wk
with 3 or more general ed teachers and/or paraeducators? _____ x .25 _____
6. How many students on your roster are dependent
upon an adult for their physical needs? _____
7. How many students are on a BIP? ____ x2 _____
8. How many students do you serve off-site? _____
(e.g., hospitalized, home-bound, in general education preschools, etc)
9. How many students on your roster are on alternate assessment? ____ x3 _____
10. How many students on your roster have a health plan? _____
11. How many students regularly (i.e. weekly) use testing accommodations
in your room? _____ x .50 _____

12. How many students on your roster are currently credit deficient? _____

Total _____

4. 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 April 1 to plan for the following school 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.

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 building principal.
3. The request is reviewed for clarification with your principal. The principal 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 Assistance Team (CAT) meeting. The CAT will be comprised of at least one special education teacher, a building administrator, the LEA representative, an AEA representative, and the individual presenting the case. The CAT will make recommendations as to whether there is a need for adjustments to a teacher's schedule or roster.
 - The person requesting the review is responsible for gathering relevant information to support their request. This information might include, but is not limited to:
 1. IEPs
 2. Schedule and instructional groupings
 3. Collaborative/co-teaching assignments
 4. Number of buildings

5. Within 15 working days, the caseload committee will review the request and give a recommendation to the individual's principal.
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 SPP/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.