

**Rudd-Rockford-Marble Rock
Community School**

**District Developed Service Delivery
Plan**

April 2016

Process Used to Develop the Delivery System for Eligible Individuals?

The district developed service delivery plan was developed in accordance with the Iowa Administrative Code Rule 41.408(2)"C".

Before initiating the development of the plan, the Rudd-Rockford-Marble Rock Board of Education approved such action and the LEA personnel and parents who would participate in the development of the plan.

The group of individuals who developed the plan includes parents of eligible individuals, special education teachers, general education teachers, administrators.

District Developed Service Delivery Plan Development Group

Keith Turner – Superintendent of Schools
Makaela Hoffman – Elementary Principal
Angie deBuhr – Parent
Robert Putney – Parent
Amber Sherrard – Jr. High Science Teacher
Edie Penno – AEA 267 Administrator
Andy Roth – 3rd Grade Teacher
Dianne Butler – Elementary Special Education Teacher
Beth Petersen – High School Special Education Teacher
Sue Paulus – Preschool Teacher
Shira Gebel – AEA Team Representative
Anne Lasher – AEA Team Representative
Chealsey Moen – High School Counselor

How will service be organized and provided to eligible individuals?

Regular Early Childhood Program: Services are defined as occurring in the general education classroom. The teacher holds a license issued by the Board of Educational Examiners that includes pre-kindergarten and early childhood special education. The teacher is responsible for the direct instruction, preparation of materials, adaptation 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.

Regular Early Childhood Program Monitored by a Licensed Early Childhood Special Education Staff: Services are defined as occurring in the general education classroom. The classroom teacher holds a license for pre-kindergarten. The general education teacher is responsible for classroom instruction and implementation of adaptations and accommodations as specified in the IEP. The licensed Early Childhood Special Education staff is responsible for monitoring the implementation of services described in each IEP and monitoring student progress relative to goals in the IEP.

K-12 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.

K-12 Collaborative Services: Collaborative services are defined as direct specially designed instruction planned and provided to an individual student with a disability or to a group of students with disabilities by a general education teacher in collaboration with a certified special education teacher. Services are provided in a general education classroom setting to aid the student(s) in accessing the general education content area instruction. These services are provided simultaneously with the general education content area instruction. Specially designed instruction will be planned and implemented by a licensed special education teacher, then supported by a para-educator.

K-12 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.

K-12 Pull-out Supplemental Instruction: Pull-out supplemental instruction is defined as specially designed instruction provided to an individual student with a disability or a group of students with disabilities by a certified special education teacher in a special education setting. Pull-out instructional services are designed to supplement instruction provided in the general education classroom through the previously described consulting teacher modes, co-teaching model, and collaborative model of service delivery. Supplemental instruction provided in a pull-out setting does not supplant content instruction provided in the general education classroom.

K-12 Reverse Consultation Services: Reverse consultation 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 special education setting to aid the student(s) in accessing the general education content area instruction. A general education teacher licensed in the core content area collaborates with a special education teacher to jointly plan lessons and instructional strategies. The general education teacher supervises the curriculum and is responsible for assigning student grades. The special education teacher is responsible for providing direct instruction. Both teachers are responsible for on-going progress monitoring and formative assessment. Reverse consultation is a model of service delivery used only with a small number of students who exhibit significant cognitive or behavioral skill deficits, yet are expected to achieve district standards rather than alternative standards. Documentation of regular and frequent consultation, joint planning and assessment of student progress is required.

K-12 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 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.

Work Experience Services: Students age 14 and older who are eligible for special education services may receive work experience instruction. Work experience instruction is typically offered during 11th and 12th grade. For students to receive work experience instruction, specific career/vocational needs must be identified on the IEP. A work experience/transition specialist will collaborate with a HS special education teacher to make arrangements for a student to engage in job shadowing or explore work sites on a part time, temporary basis in the community. There must be class work preparation prior to and/or concurrent with job shadowing and work site exploration.

Notes:

- The continuum includes services for eligible individual ages 3-21.
- 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, including AEA 267.
- Early Childhood Services available through contractual agreement with other districts and/or AEA267 include services provided in an Early Childhood Special Education Program by a licensed early childhood special education teacher, services provided in a Regular Early Childhood Program by a teacher holding endorsements as both a prekindergarten teacher and an early childhood special education teacher, and services provided in a co-taught Early Childhood Program by a teacher holding an endorsement as a prekindergarten teacher co-teaching with a licensed early childhood special education teacher.
- RRMR Preschool meets Head Start Performance Standards.

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

Special Education teacher rosters will be reviewed at least 3 times per year by the teacher, the building principal, and an AEA 267 representative. Roster reviews will be scheduled as follows:

1. At the beginning of the school year (August/September)
2. During the month of November (following Special Education Child Count)
3. During the months of April/May (to project rosters and make plans for the next school year)

A teacher's caseload will be reviewed when either of the following occurs:

1. The number of students on a teacher's roster, the level of services these students receive, and the amount of time a teacher spends engaged in joint planning/collaboration indicates a need to conduct a caseload review.
2. A special education teacher expresses concern about his/her ability to effectively perform the essential functions of his/her job due to caseload.

Example of Caseload Determination Review

Caseload determinations will be made by assigning points for the intensity of service required by each IEP on a teacher's roster. Each student is assigned 1, 2, or 3 points based on level of intensity of services.

1 Point Student requires limited modifications to the general curriculum which requires special education personnel to provide specially designed instruction for less than 55% of the school day. Student's IEP has 1 to 2 instructional goal area requiring specially designed instruction.

2 Points Student requires significant modifications to the general curriculum which requires special education personnel to provide specially designed instruction for 56% to 85% of the school day. Student's IEP has 3 to 4 instructional goal areas requiring specially designed instruction.

3 Points Student requires significant adaptations/modifications to grade level curriculum requiring instructional strategies. One of following must apply:

- * Alternate assessment is used to monitor the IEP
- * Behavior intensity is such that an FBA and BIP are implemented, and monitored.
- * Special education personnel provide specially designed instruction 86%-100% of the school day.
- * Students IEP has 5 or more goal areas requiring specially designed instruction.

Joint Planning Considerations

Additional points are assigned based on the teacher's time spent joint planning with general education teachers or para-educators. This is calculated for the teacher and not for individual students.

1 Point Special education teacher conducts joint planning with general education teacher(s) and/or para-educator over the course of a month for up to 2 hours of time.

2 Points Special education teacher conducts joint planning with general education teacher(s) and/or para-educator over a course of a month for 2 to 4 hours of time.

3 Points Special education teacher conducts joint planning with general education teacher(s) and/or para-educator over a course of a month for more than 4 hours of time.

In general, a special education teacher's caseload should not exceed 22 points. The assignment of para-educators must be taken into consideration and may be used to compensate for a caseload that exceeds 22 points. Caseloads of 22 points or more will be considered for further review.

Example of Caseload Calculation

14 students on roster + 1 point = 14 points

1 student on roster + 2 points = 2 points

1 student on roster + 3 points = 3 points

19 total student points

1 point awarded for joint planning = 1 point (Teacher meets with general education math teacher 2 hours meeting to plan co-teaching)

20 total points for caseload determination

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

Special education teachers are expected to engage in informal problem-solving with their AEA 267 team representative and building principal prior to submitting a formal request for caseload review.

Steps to follow when a teacher formally requests a caseload review

1. Teacher will submit a request for caseload review in writing to the building principal.
2. Within ten working days, the building principal will meet with the special education teacher and AEA 267 team representative to review and clarify concerns the teacher has express about his/her caseload.
 - a. The teacher requesting the review is responsible for gathering relevant information to support his/her request for a caseload review. This information might include, but is not limited to :
 - i) Number if IEP's
 - ii) Teacher's schedule and instructional grouping
 - iii) Collaboration and co-teaching assignments
 - b. An attempt will be made to resolve the teacher's caseload concerns informally at that time.
 - c. The building principal will provide a written response to the teacher's request.
3. If the teacher's caseload concern cannot be satisfactorily resolved, the teacher's written request and the principal's written response will be sent forward to the district superintendent.
4. The district superintendent and AEA 267 special education coordinator will review the request and gather relevant information from the principal, special education teacher and AEA 267 team representative.
5. Within ten working days following receipt of the teacher's formal request for caseload review, the district superintendent will send a written determination to the building principal and special education teacher.

6. If the teacher requesting review does not agree with the written determination made by the district superintendent, the teacher may appeal to the AEA 267 Area Director of Special Education.
7. The AEA 267 Area Director of Special Education will meet with personnel involved and render a written decision.
8. If a district is exceeding the limits specified in this plan, it may ask the AEA 267 Special Education Director to grant an adjusted caseload status.

How will the delivery 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?

At least once per year, district administrators will examine their special education district profile to review the district's data relative to progress indicators outlined in our state performance plan (SPP) for special education. District administrators will also examine the district's annual progress report each year to review achievement data as it pertains to students with IEPs in the district. These data will be used to determine priorities and develop an action plan for special education instructional services when necessary.

If the district meets or exceeds AYP goals and target goals outlined in our state performance plan for special education, the delivery system will be considered effective.

If the district does not meet AYP goals or SPP targeted goals, district staff will work in collaboration with AEA 267 staff to develop an action plan designed to promote progress toward these goals.