

## **Fall 2014**

### **Committee members:**

Matt Patton, Superintendent  
Steve Schlatter, High School Principal  
John Sheahan, Middle School Principal  
Kate Hartzler, Elementary School Principal  
Lisa Barnett, AEA representative  
Chris Hill, Special education teacher  
Rhonda Johnson, Special education teacher  
Linda Norem, Special education teacher  
Megan Alonzo, Special education teacher  
Jill Wright, Special education teacher  
Lynn Nielsen, Special education teacher  
Tari Canny, Special education teacher  
Laurie Arnold, Special education teacher  
Cheryl Larson, General education teacher  
Rachel Wilkenson, General education teacher  
Jane Bauman, General education teacher  
Donita Eickholt, Parent of a special education student  
Jen Wolf, Parent of special education student

## **May 2012**

The committee reviewed the current plan from 2009. No changes were made. The committee recommended replacements for members no longer serving on the committee. Those new members will be: Tari Canny, Chris Hill, and Heather Tjelmeland.

An article was in the paper on June 6<sup>th</sup> for public to comment and the plan was available in each building office and the superintendent's office. No comments were received. The plan will be on the July 9<sup>th</sup> school board agenda for approval.

## **District Developed Special Education Service Delivery Plan (2009)**

### **Roland-Story 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: Any of the three school buildings as well as the superintendent's office. Comments must be received by May 1, 2009:**

#### **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.”

Names and positions of individuals of the development group:

**Mike Billings, Superintendent**

Steve Schlatter, High School Principal

John Sheahan, Middle School Principal

Kate Hartzler, Elementary School Principal

**Steve Johns, AEA representative**

Rhonda Johnson, Special education teacher

Linda Norem, Special education teacher

Lynn Nielsen, Special education teacher

Cheryl Larson, General education teacher

**Jeannie Jelsma, General education teacher**

Jane Bauman, General education teacher

Donita Eickholt, Parent of a special education student

**Stacy Soderstrum, Parent of a special education student**

### **Dates and board actions:**

March 9, 2009-approval of committee

-final board approval

### **The number and type of meetings:**

March 26, 2009-first committee meeting to finalize and approve plan

April 9-May 1-plan reviewed by the public and available in each of the building offices. The plan is made available to the public using the Superintendent’s newspaper article.

May 6, 2009-second committee meeting to review public input and approve plan. No public input was received. Therefore, the committee chose to keep the plan as written.

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

### **Continuum of Services**

**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 non-disabled 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 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.

**Direct Services:** Direct 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 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. Direct 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 direct 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 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, high school alternative programming, 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.

**Preschool:** Preschool aged children may be placed in Regular Early Childhood Programs, which means there are less than 50 percent children with disabilities or Early Childhood Special Education Programs where there are more than 50 percent children with disabilities. The Regular Early Childhood Program may be taught by a general education teacher who holds a valid practitioner's license and an endorsement that includes pre-kindergarten. The Early Childhood Special Education (ECSE) program, as well as the consultation and support in the regular early childhood program, will be provided by an ECSE teacher who holds a valid practitioner's license and an endorsement that includes ECSE. The ECSE teacher is responsible for monitoring the child's progress on IEP goals.

The Regular Early Childhood Program or the ECSE Program may be taught by a person who has a dual endorsement. If the child is served in the regular early childhood classroom with a teacher who holds a valid practitioner's license that includes pre-kindergarten and early childhood special education, the teacher is responsible for direct instruction, preparation for 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 his/her 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?**

#### **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.

In determining teacher caseloads, the Roland-Story 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.

A teacher may be assigned a caseload with no more than 20 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.

**Early Childhood Special Education:** The district's regular early childhood program and early childhood special education programs will maintain the teacher-student ratios prescribed by Iowa's Quality Preschool Standards (QPPS). The teacher ratios are as follows:

<b>Age of student</b>	<b>Teacher/Student Ratio</b>
3	1:8
4	1:10

#### **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 Determination**

**Teacher:** \_\_\_\_\_

Points	Curriculum	IEP Goals	Specially Designed Instruction	Joint Planning & Consultation	Para-professional Support	Assistive Technology	FBA/BIP
ZERO	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/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 paraprofessional 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 individualization and/or training for the student	Requires limited time assessment, planning, data collection and communication with others (not more than 2 hrs/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 26-75% 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	76-100% 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 76-100% 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

**Point Total:** \_\_\_\_\_

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

### **Resolving 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 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 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:

- o IEPs
- o Schedule and instructional groupings
- o Collaborative/co-teaching assignments
- o 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 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.”

## **Written Description of Unique Special Education Instructional Services Delivery System (2005)**

**School District:** ROLAND-STORY CSD

### **Educational Levels and School Buildings Included in System:**

Roland-Story Elementary School (Story City) Grades PK - 4

Roland-Story Middle School (Roland) Grades 5 - 8

Roland-Story High School (Story-City) Grades 9 - 12

### **Part I: Organization and Delivery of Services**

Since student needs can be measured along a continuum of severity, it makes sense that our delivery of services provides a continuum of instructional services and placements to meet the needs of students requiring special education and match that continuum without categorizing or grouping that would place a label on a student. The levels of special education services provided are in accordance with the description of Levels I,II, and III in Iowa’s administrative rules of special education(Education [281]-41.132(9)):

**LEVEL I:** A level of service that provides specially designed instruction for a limited portion or part of the educational program. A majority of the general education program is appropriate. This level service includes modification and adaptations to the general education program.

**LEVEL II:** A level of service that provides specially designed instruction for a majority of the educational program. This level of service includes substantial modification and adaptations and special education accommodations to the general educational program.

**LEVEL III:** A level of service that provides specially designed instruction for most or all of the educational program. This level of service requires extensive redesign of curriculum and substantial modification of instructional techniques, strategies, and materials.

Any accommodations or modifications made to the regular curriculum or to instruction as suggested by the building assistance team or as stated on a student’s individual education plan will be carried out by the general education and/or special education teachers and does not compromise full educational opportunities or LRE (least restrictive environment) provisions to individuals requiring special education.

This district will provide a free and appropriate public education to individuals who require special education. It is the district’s responsibility to provide or make provisions for special education to individuals between birth and the age of 21 (and beyond age 21 in accordance with the Iowa Code) who require special education.

The services begin with pre-school and early childhood identification and programming and continue through grade 12 and beyond if appropriate. Through the problem solving process, students receive support and assistance based upon identified needs through a formal Building Assistance Team (BAT) process, including identified goals and objectives and progress monitoring. Local control over the instructional delivery of services allows students more consistency, greater attention to needs, and facilitates appropriate communication between teachers.

Identification of student needs will involve Building Assistance Team (BAT). After the interventions have been tried in the classrooms, the following process would be implemented:

**Step 1:** Referral made by parent, teacher, student or other concerned individual.

**Step 2:** A meeting is scheduled and the classroom teacher invites parents to the planned meeting.

**Step 3:** The team, which includes parents, any teachers involved with the student, other professional personnel, and the student meet to discuss concerns and design a SHORT TERM intervention plan.

**Step 4:** After the plan has had time to work, the group reconvenes to evaluate progress and make decisions on future action.

Through the BAT and problem solving process there would be more options for the delivery of interventions and this would increase the likelihood of success.

Special education teachers provide a combination of both support and direct services to students in the special education setting as well as consultation and collaboration within the general education setting whenever possible.

## Part II: Special Education Teacher Caseloads

Specially designed instruction will be provided to eligible individuals with similar special education instructional needs and organized according to the type of curriculum and instruction to be provided and the severity of educational needs of individuals served.

The following standards or point values will be used to determine a special education teacher's actual caseload (IEP):

Hours per week/periods per day of direct or indirect instruction students receive as stated on the Special Education Services page of the IEP	Number of students	Points (multiply by)	Totals
3 ½ hrs. / week or less 1 period/day		.75	

More than 3 ½ hrs. but less than 12hrs./week 2-3 periods/day		1.00	
More than 12hrs. but less than 22 hrs./week 4-5 periods/day		2.25	
More than 22 hrs./week 6 or more periods/day		3.50	
Each 45 minute team teaching segment (certified)		.75	

We will use the chart to evaluate caseload annually or as needed.

The instructional program will provide for accommodations and modifications to the general education environment and programs including modification and adaptation of curriculum, instructional techniques and strategies, and instructional materials. The program will also provide specially designed instruction and related activities through cooperative efforts of special education and general education teachers in the general education classroom.

### **Part III: Procedures for Resolving Concerns About Caseload**

When a teacher's caseload prevents students' individual education plans from being fully implemented and a concern has been identified, and/or exceeding the guidelines established under Part II, a review of the teacher's caseload will be conducted by a team made up of the teacher, one or more members of the AEA team, and the building principal. The procedure includes:

**Step 1:** The staff member and principal will attempt to resolve the caseload issue within 5 working days.

**Step 2:** The staff member and principal will bring the concern to the AEA consultant/designee and this team will attempt to resolve caseload issue by devising a written plan within 10 working days.

**Step 3:** The team will state their recommendations, in writing, to the Superintendent. The Superintendent will have 10 working days in which to make a written response.

**Step 4:** After three communications at Step 3 with no resolution, the team has the option of consulting with the Board of Education.

### **Part IV: Process for Evaluating Effectiveness**

The local team, consisting of those who helped develop this plan, will meet annually ( or more often if necessary) to review the plan, propose improvements and solutions to problems, and to

review any and all AEA feedback. The evaluation of the special education delivery system will examine the accomplishments of learner outcomes supporting the provisions of instructional services to each student in accord with his or her IEP and does not compromise the procedural safeguards or due process afforded students and their parents Through the process developed by the Iowa Department of Education-Bureau of Special Education the feedback and evaluation does not reflect a reduced commitment to individuals requiring special education in an effort to resolve deficits in the district's special education budget.

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Jane Bauman, Special Ed. Teacher

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Michael Billings, Administrator

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Lisa Clark, AEA Consultant

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Mary Embrey, Special Ed. Teacher

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Kate Hartzler, Administrator

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Lynn Hauer, Regular Ed. Teacher

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Jeannie Jelsma, Regular Ed. Teacher

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Rhonda Johnson, Special Ed. Teacher

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Cheryl Larson, Regular Ed. Teacher

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Gini Michel, Board of Education

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Lynn Nielsen, Special Ed. Teacher

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Linda Norem, Special Ed. Teacher

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Steve Schlatter, Administrator

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John Sheahan, Administrator

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Miriam Skartvedt, Special Ed. Teacher

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Stacy Soderstrum, Special Ed. Parent

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Emily Thatcher, Special Ed. Teacher

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Jill Wright, Special Ed. Teacher

## **Part V: Process Used to Develop System**

Special Education Plan Committee, made up of all special education teachers, regular education teachers, administration, a board member, an early childhood teacher and our AEA consultant met on January 11, 18, 25, February 1, and 17, 2005 to review the effectiveness of the plan as approved for the 2004-2005 school year. At this time, there were concerns about the effectiveness and accuracy of the method used to determine maximum caseloads. It was also determined that the “learning lab” concept, as described in the approved plan, was not working as effectively as anticipated and that was not a Special Education program. The members listed in the plan attended all or most of the meetings. Committee members were notified of the meetings through e-mail, phone calls, and reminders on drafts and agendas.

The final draft was completed at the February 17<sup>th</sup> meeting and was typed into its final form. Information about the plan was posted on the district’s newsletter and in the Story City Herald that revisions had been made and it was available for study in the school offices.

After receiving no additional public input, the plan was submitted to the Roland-Story CSD Board of Education and was approved by them on April 11, 2005 and the amended plan on June 20, 2005.

The plan, as revised, represents this committee’s recommendation to the Roland-Story CSD’s Board of Education once the plan is approved by the AEA Zone Coordinator.

Date of Board Approval to Pursue Development: December 20, 2004.

Date of Board Approval to Implement System: April 11, 2005 and the amended plan on June 20, 2005.

Kate Hartzler visited with Tim Pepper, AEA Zone Coordinator to get the approval to review the Special Education Plan. A committee was formed of regular education teachers, special education teachers, early childhood teachers, AEA, board member, parents, and administration. We met and discussed current plan, made wording changes as well as reviewed caseloads. We

looked at other districts current plans as a guide. All meetings were open to the public and were held at the Roland-Story Elementary library.

\*All above information can be found in the Technical Assistance Manual in the Superintendent's office.