

District Developed Special Education Service Delivery Plan (2020) **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.

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.”

Fall 2020 committee members:

Matt Patton, Superintendent
Justin Boliver, High School Principal
Brian Town, Middle School Principal
Kate Hartzler, Elementary School Principal
Beth Dedic, AEA representative
Kristin Orton, AEA Regional Director
Chris Hill, Special education teacher
Rhonda Johnson, Special education teacher
Linda Norem, Special education teacher
Megan Alonzo, Special education teacher
Julie Payne, Special education teacher
Lynn Nielsen, Special education teacher
Tari Canny, Special education teacher
Laurie Arnold, Special education teacher
Caryn Watson, Special education teacher
Cheryl Larson, General education teacher
Rachel Wilkinson, General education teacher
Jane Bauman, General education teacher
Jennifer Sink, Parent
Whitney Feldman, Parent
Laurel Leeman, Parent
Jasmine Goeders, School Board Member

Dates and board actions:

Committee met on October 14 and 26

Public comment from November 2-20 with the plan in all 4 district offices as well as on our district website.

AEA Special Education Director Approval-December 3, 2020
School board approved on December 14, 2020

The number and type of meetings:

The committee met to review the current plan. The committee reviewed sections 1, 2 and the first five parts of section 3 in the first meeting.

In the second meeting, the committee met to review the last 3 parts of section 3. We also discussed and agreed upon changing the caseload number from 70 to 84. The number was increased because there was another section added to the caseload determination section (Collaboration/consultation) as well as more points awarded in 2 of the existing sections (Paraprofessional support and FBA/BIP).

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 **84 total points**. This caseload limit may be exceeded by no more than **20%**, 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:

Age of student	Teacher/Student Ratio
-----------------------	------------------------------

3	1:8
---	-----

4	1:10
---	------

In addition to figuring caseload for special education students, teachers will also count regular education students by .25.

1. 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.

- simple visual cue/strip (one item- once and done)
- preferential seating
- teacher check-ins (1-2 daily)
- directions repeated or provided in writing, testing accommodations
- 1-2 check-ins per day
- 1-3 accommodations and/or modifications- that do not occur daily

Two Points: Student requires significant modifications to the general curriculum.

- work chunked into smaller portions than what all kids get
- frequent teacher check-ins (more than 2 times per day)
- modified work task, accommodations of work or tests that occur daily/weekly (only doing evens), taking turns reading/writing content, highlighting every other problem
- break area in the room.
- picture schedules and visual supports that require ongoing teacher/adult support, modifications, etc.
- 3+ check-ins each day
- 4 or 5 accommodations/modifications

Three Points: Significant adaptation to grade level curriculum requires specialized instructional strategies.

- 5+ accommodations and a greater frequency of special education teacher support
- modifications of tests, long term projects, etc. (rewriting tests to get essential standards, modifying daily work sheets, changing projects to be doable for student
- And/or Alternate assessment is used to measure progress.

2. IEP Goals (that are for the special education teacher to implement and monitor)

**Primary roster teacher counts ALL points minus any goal provided by another teacher. The LRE, curriculum, FBA/BIP, associate, collaboration/consultation, etc. all goes to PRIMARY roster teacher.*

Zero Points: Student has IEP goals instructed and data collected by another teacher or service provider.

One Point: Student has 1-2 IEP goals that are implemented and monitored by the primary special education roster teacher.

Two Points: Student has 3 IEP goals that are implemented and monitored by the primary special education roster teacher.

Three Points: Student has 4 or more IEP goals that are implemented and monitored by the primary special education roster teacher.

3. Specially Designed Instructional Minutes

**consider the co-taught minutes (SDI/total minutes= LRE)*

Zero Points: Student requires no specially designed instruction.

One Point: 25% or less of instructional minutes is specially designed and/or delivered by special education personnel.

Two Points: 26-75% or less of instructional minutes is specially designed and/or delivered by special education personnel.

Three Points: 76 to 100% of instructional minutes is specially designed and/or delivered by special education personnel.

4. 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. Student has one goal area and the goal area only impacts one teacher (generally in elementary with a home room teacher or at higher levels when it is math and only impacts math-possibly science teacher)

Two Points: Special education teachers conduct joint planning with 2 to 3 general education teachers or paraprofessionals over the course of each month. Multiple goal areas require talking to various teachers specific to the goal that will impact the student learning in their classroom.

Three Points: Special education teachers conduct joint planning with more than 3 general education teachers or paraprofessionals over the course of each month. Should be a 3 for all kids with a behavior plan (prevention/response strategies) as the behaviors generally occur across settings and teachers (specials)

5. 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.

Four Points: Student needs are such that 2 associates are assigned to support intense behavior needs, data collection, health and safety measures, etc.

6. Assistive Technology; anything needed to support a student's success that does not fit in other categories.

Zero Points: Assistive technology use is similar to peers.

One Point: Assistive technology requires limited teacher-provided individualization and/or training for the student. (things that are not available for all students)

- Visual cues/schedules
- using Ipad
- slant board
- pencil grips

Two Points: Assistive technology requires extensive teacher-provided individualization and/or training for the student. Using PODs or electronic technology to support student (voice to text, math/reading apps at student skill level, etc.), Things that are NOT available to all students and require additional instruction and support from the teacher to make it beneficial to the student.

Three Points: Assistive technology that requires extensive teacher-provided individualization and/or training for the student. Significant maintenance and/or upgrades for continued effective use are anticipated. Various pieces of equipment (wheel chair, lifts, walkers, etc.) that require multiple exchanges per day.

7. FBA/BIP (if a student only has one goal but requires multiple prevention/response strategies and safety interventions, score per the intensity of prevention/response strategies needed.

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). Minimal prevention/response strategies. Check in/check out type behavior management. Only 1 behavior of concern identified in FBA/BIP.

Two Points: Requires 2 to 4 hours monthly for assessing, planning, data collection and communication with others. More involved prevention and response strategies (DAILY points= reinforcement, visual schedules/token economy, reinforcement more than one time per day, behaviors that include elopement, physical disruption- tearing up papers, breaking a pencil, hiding under a desk, refusal, etc.) 2-3 behaviors of concern identified in FBA/BIP.

Three Points: Requires more than 4 hours for assessing, planning, data collection and communication with others. Same as 2 points but behaviors often require time out in the special education setting, using body positioning or blocking to prevent elopement, more intense physical disruption (throwing materials, flipping desks/tables, tearing things off of walls, using bodily fluids (urine, spit, fecal matter) to make contact with others, etc.). May require CPI escort/hold. More than 3 behaviors of concern identified in FBA/BIP. Has a safety plan on BIP but it addresses lesser major concerns, like needing to be monitored during emergency situations or asking for assistance for behavior concerns in gen ed room.

Four Points: has a safety plan on IEP which includes planning for more major concerns like safety room protocol: same as above but physical aggression toward others: hitting, kicking,

biting, pulling hair, throwing objects at staff, danger to self or others (may require time out room and/or CPI restraint strategies to ensure safety. 4 or more behaviors of concern identified in FBA/BIP

8. Collaboration/consultation with additional providers:

Zero Points: there are no additional service providers

One Point: communicate/collaborate/consult with 1 service provider (AEA primary team, SLP, OT, PT, Vision, Child Serve, Vocational Rehab, 1:1 nurse etc.) on a regular basis (at least monthly)

Two Points: communicate/collaborate/consult with 2 or 3 service providers. on a regular basis (at least monthly)

Three Points: communicate/collaborate/consult with 4 or more service providers. on a regular basis (at least monthly)

Appendix A

Caseload determination descriptions

Caseload determination point sheet

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 **20%** 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 (can be email).

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 **(a special ed teacher in each building (3), the building principal and superintendent)**.

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 **(see above)**.
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.”

Appendix A

Caseload determination descriptors and point sheets. Use the link in the plan to print and calculate your caseload.

ROLAND-STORY SPECIAL EDUCATION DELIVERY PLAN								
Points / Criteria	Curriculum	IEP Goals	Specially Designed Instructional Minutes	Joint Planning and Consultation	Paraprofessional Support	Assistive Technology	FBA / BIP	Collaboration / Consultation
0	Student is functioning in the general education curriculum at a level similar to peers.	Student has IEP goals instructed and data collected 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.	There are no additional service providers.
1	<p>Student requires limited modifications to the general curriculum.</p> <ul style="list-style-type: none"> - simple visual cue/strip (one item- once and done) - preferential seating - teacher check-ins (1-2 daily) - directions repeated or provided in writing, testing accommodations - 1-2 check-ins per day - 1-3 accommodations and/or modifications- that do not occur daily 	Student has 1-2 IEP goals that are implemented and monitored by the primary special education roster teacher.	25% or less of instructional minutes 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. Student has one goal area and the goal area only impacts one teacher (generally in elementary with a home room teacher or at higher levels when it is math and only impacts math-possibly science teacher)	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. (things that are not available for all students) -Visual cues/schedules -using Ipad - slant board -pencil grips	Requires limited time assessment, planning, data collection and communication with others (not more than 2 hours per month). Minimal prevention/resp onse strategies. Check in/check out type behavior management. Only 1 behavior of concern identified in FBA/BIP.	Communicates /collaborates/consults with 1 service provider (AEA primary team, SLP, OT, PT, Vision, Child Serve, Vocational Rehab, 1:1 nurse etc.) on a regular basis (at least monthly).

<p>2</p>	<p>Student requires significant modifications to the general curriculum. - work chunked into smaller portions than what all kids get - frequent teacher check-ins (more than 2 times per day) - modified work task, accommodations of work or tests that occur daily/weekly (only doing evens), taking turns reading/writing content, highlighting every other problem - break area in the room. - picture schedules and visual supports that require ongoing teacher/adult support, modifications, etc. - 3+ check-ins each day - 4 or 5 accommodations/modifications</p>	<p>Student has 3 IEP goals that are implemented and monitored by the primary special education roster teacher.</p>	<p>26-75% or less of instructional minutes is specially designed and/or delivered by special education personnel.</p>	<p>Special education teachers conduct joint planning with 2 to 3 general education teachers or paraprofessionals over the course of each month. Multiple goal areas require talking to various teachers specific to the goal that will impact the student learning in their classroom.</p>	<p>Additional individual support from an adult is needed for 26% to 75% of the school day.</p>	<p>Assistive technology requires extensive teacher-provided individualization and/or training for the student. Using PODs or electronic technology to support student (voice to text, math/reading apps at student skill level, etc.), Things that are NOT available to all students and require additional instruction and support from the teacher to make it beneficial to the student.</p>	<p>Requires 2 to 4 hours monthly for assessing, planning, data collection and communication with others. More involved prevention and response strategies (DAILY points= reinforcement, visual schedules/token economy, reinforcement more than one time per day, behaviors that include elopement, physical disruption-tearing up papers, breaking a pencil, hiding under a desk, refusal, etc.) 2-3 behaviors of concern identified in FBA/BIP.</p>	<p>Communicates/collaborates/consults with 2 or 3 service providers on a regular basis (at least monthly).</p>
-----------------	--	---	--	---	---	---	--	---

<p>3</p>	<p>Significant adaptation to grade level curriculum requires specialized instructional strategies. - 5+ accommodations and a greater frequency of special education teacher support - modifications of tests, long term projects, etc. (rewriting tests to get essential standards, modifying daily work sheets, changing projects to be doable for student - And/or Alternate assessment is used to measure progress.</p>	<p>Student has 4 or more IEP goals that are implemented and monitored by the primary special education roster teacher.</p>	<p>76 to 100% of instructional minutes is specially designed and/or delivered by special education personnel.</p>	<p>Special education teachers conduct joint planning with more than 3 general education teachers or paraprofessionals over the course of each month. Should be a 3 for all kids with a behavior plan (prevention/resp onse strategies) as the behaviors generally occur across settings and teachers (specials)</p>	<p>Additional individual support from an adult is needed from 76% to 100% of the school day.</p>	<p>Assistive technology that requires extensive teacher-provided individualization and/or training for the student. Significant maintenance and/or upgrades for continued effective use are anticipated. Various pieces of equipment (wheel chair, lifts, walkers, etc.) that require multiple exchanges per day.</p>	<p>Requires more than 4 hours for assessing, planning, data collection and communication with others. Same as 2 points but behaviors often require time out in the special education setting, using body positioning or blocking to prevent elopement, more intense physical disruption (throwing materials, flipping desks/tables, tearing things off of walls, using bodily fluids (urine, spit, fecal matter) to make contact with others, etc.). May require CPI escort/hold. More than 3 behaviors of concern identified in FBA/BIP. Has a safety plan on BIP but it addresses lesser major concerns, like needing to be monitored during emergency situations or asking for assistance for behavior concerns in gen ed room.</p>	<p>Communicates /collaborates/consults with 4 or more service providers on a regular basis (at least monthly).</p>
-----------------	--	---	--	--	---	---	--	---

4					<p>Student needs are such that 2 associates are assigned to support intense behavior needs, data collection, health and safety measures, etc.</p>		<p>Student has a safety plan on IEP which includes planning for more major concerns like safety room protocol: same as above but physical aggression toward others: hitting, kicking, biting, pulling hair, throwing objects at staff, danger to self or others (may require time out room and/or CPI restraint strategies to ensure safety. 4 or more behaviors of concern identified in FBA/BIP</p>	
Notes:								
<p>~ IEP Goals</p>								
<p>*that are for the special education teacher's to implement and monitor</p>								
<p>*Primary roster teacher counts ALL points minus any goal provided by another teacher.</p>								
<p>The LRE, curriculum, FBA/BIP, associate, collaboration/consultation, etc. all goes to PRIMARY roster teacher.</p>								
<p>~ Specially Designed Instructional Minutes</p>								
<p>*consider the co-taught minutes (SDI/total minutes= LRE)</p>								
<p>~ Assistive Technology</p>								
<p>*anything needed to support a student's success that does not fit in other categories.</p>								
<p>~ FBA / BIP</p>								
<p>*if a student only has one goal but requires multiple prevention/response strategies and safety interventions, score per the intensity of prevention/response strategies needed.</p>								

Grade	Student Name	Curriculum	IEP Goals	Special y Designe d Instructi on	Joint Plannin g & Consult ation	Para Professi onals	Assistiv e Technol ogy	FBA / BIP	Total Points
Grade									
Grade									
Grade									
Grade									
Grade									
								Total Points:	0