

**DISTRICT DEVELOPED**

**SERVICE DELIVERY PLAN**

**FOR**

**ROCKWELL-SWALEDALE**  
**COMMUNITY**  
**SCHOOL DISTRICT**

## 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”. The group of individuals who developed the plan includes parents of eligible individuals, special education teachers, general education teachers, administrators and AEA 267 administrators.

### **District Developed Service Delivery Plan Development Groups**

Committee members reviewing and updating the DDSDP – 2009

Deb Peshak - Secondary Special Education Teacher

Michala Hrubes – Secondary Special Education Teacher

Diane Wills - Elementary Special Education Teacher

Abe Maske – Elementary/Middle School Principal

Tom Fey –Superintendent

Pam Stephenson – AEA 267 Team Representative

Beverly Plagge- Special Ed. Coordinator for Sector 3

Kim Foell – Parent

Janeen Robeoltman – Parent

Kaye Krueger – General Education Elementary Teacher

Cathy Petersen – General Education Secondary Teacher

<b>Date</b>	<b>Action</b>
February 26, 2009	Deb Peshak attend ICN meeting for DDSD Plans
March 11, 2009	Meeting in Superintendent's office to review the current plan, review the process, and determine/recommend individuals on the plan Development Committee
March 16, 2009	The district school board approves the development of District Developed Service Delivery Plan and individuals on development committee.
March 31, 2009	Development Committee Meeting in Superintendent's Office
March 31- May 1, 2009	The committee develops the plan.
May 1- June 1, 2009	The plan is available for public comment.
May 18, 2009	The AEA Special Education Director verifies compliance.
June 15, 2009	The district school board approves the plan prior to adoption.
June 15, 2009- September 15, 2009	The plan is included in the designated area of the Comprehensive School Improvement Plan.
2013-2014	The plan is reviewed in connection with the 5 year accreditation cycle OR earlier if required by determination given by the state.

## **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 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.

**Consulting Teacher Services:** The student is served in the general education classroom without any accommodations or modifications to the curriculum, instruction, testing or grading. The certified special education teacher/service provider is responsible for consulting with the 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. The special education teacher/service provider is responsible for monitoring student progress according to the IEP.

**General Education with Consultation/Accommodations:** The student is served in the general education classroom using accommodations and modifications through consultation and support from the special education teacher or support service provider. The general education teacher is responsible for direct instruction, testing, grading and behavioral management as specified by the IEP. The special education teacher will consult with the general education teacher on the implementation of specified accommodations and modification. This may include (but is not limited to) adjusting the learning environment, modifying materials, using special provisions for assessments, increasing time limits, reducing the length of assignments, and/or using specially designed instructional strategies to meet the individual needs of the student. The special education teacher/service provider is responsible for monitoring student progress according to the IEP.

**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 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.

**Direct Special Education Support Provided in the General Education Classroom:** The student receives special education support for the general education curriculum in the general education setting. The special education teacher, support service provider, or trained paraprofessional is present in the general education classroom to provide direct instruction, instructional support, behavior monitoring, and/or other assistance to the student or group of students through models such as collaborative instruction and co-teaching. The special education teacher/service provider is responsible for monitoring student progress according to the IEP.

**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.

**General Education with Support or Hurdle Help Option:** This level of service contains all the elements of General Education with Consultation/Accommodations. The additional element is the option of the student having limited pull-out services to serve a specific need. The general education teacher and special education teacher jointly determine if the student needs additional coaching on a skill. Direct instruction for the skill will be provided by the special education teacher or paraprofessional under the guidance of a special education teacher. Instruction will take place in an individual or small group setting for a portion of the day when needed to help the student attain the skill desired.

#### **General Education with Support Pull-Out Services**

Pull-out services are specially designed direct instruction provided to a student or small group of students by a special education teacher or a paraprofessional under the guidance of a special education teacher. Support services 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. Support pull-out services supplement the instruction provided through consultation, collaborative instruction, and/or co-teaching. The special education teacher/service provider is responsible for monitoring student progress according to the IEP.

#### **General Education with Total Pull-Out Services**

Pull-out services are specially designed direct instruction provided to a student or small group of students by a special education teacher or a paraprofessional under the guidance of a special education teacher. Total services provide instruction according to the standards and benchmarks of the curriculum, but instructional methods and materials are modified to meet the unique needs of the student/s in the pull-out setting. When services cannot be appropriately provided in the general education setting, the student may receive selected services or all services needed in a separate educational setting (including but not limited to special education classes, special schools, home instruction, and instruction in hospitals and institutions). This means the student receives his or her primary instruction in a special education setting. The special education teacher/service provider is responsible for monitoring student progress according to the IEP.

**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.

**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.

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

**Caseload Review:** The caseloads of the special education teachers will be reviewed based on the number of students served and the level of services provided to students, or by teacher request.

1. The review committee will be composed of the building principal, special education teachers, special education coordinator, and the AEA team representative. The superintendent will be consulted as needed.
2. Regularly scheduled meetings will be held 4 times a year (at the beginning of each quarter).
3. The school special education coordinator will set up review meetings.
4. They will consider the following issues:
  - A review of the current number of students with an IEP and their needs
  - Size of the room
  - Needs of students being referred
  - Supports available (associates, etc.)
  - Scheduling/time
  - Time for collaboration and co-teaching
  - Determination of current program needs
  - Discussion of projected future program needs
5. Record of all meetings will be kept by the special education coordinator in writing and distributed to all committee members.
6. Caseload review meetings will consider the following: (See Appendix A for a template)
  - a. A review of the current number and needs of students, needs of students being referred, supports available, and schedules/time;
  - b. Can all services identified in the IEP be provided as specified?
  - c. What circumstances (number of students, schedules, or student needs) prevent each student from receiving educational benefit?
  - d. Would the addition of caseload responsibilities create the need for additional support or assistance?
  - e. What action is required that will ensure all students' IEPs are able to be fully implemented?

**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. If a formal request has been submitted to the caseload review team then the following steps would be followed.

1. The committee will meet at the request of any committee member throughout the school year or summer. The request needs to be in writing to the special education coordinator and copies distributed to the other committee members. This meeting will take place within ten (10) school days of the request.
2. Possible solutions that the caseload review committee may consider, but are not limited to, are as follows:
  - additional program options
  - additional programs
  - scheduling changes
  - additional paraeducator help
  - additional teaching staff
3. The committee recommendations which include relevant information generated about the teachers' caseload concerns will be forwarded to the district administration (the Superintendent) within 5 school days. The Superintendent will respond in writing within five (5) school days to all team members regarding the decision.
4. If a teacher and/or the committee want to further review the caseload situation, a meeting with the district Superintendent will be set up involving the review committee, which is composed of the building principal, the special education teacher, the AEA 267 team representative, and the AEA 267 Special Education Coordinator. A general classroom teacher may be added at the discretion of the caseload review committee. The Rockwell-Swaledale Community School Board will be consulted as needed.
5. The AEA 267 Area Director of Special Education will meet with personnel involved

and render a written decision.

6. An AEA may grant an adjusted caseload status for “good cause shown.” 41.408 (2)g. A showing of good cause is highly dependent on the facts and circumstances surrounding the request and a determination of “good cause” is within the sound discretion of the AEA Special Education Director. As a general rule, “good cause” will not be satisfied by a district’s unsupported request for an adjustment to its caseload, and will typically require demonstration that the district considered other alternatives before seeking an adjustment. As with all special education questions, the primary concern should be the district’s ability to provide a FAPE in the LRE to the eligible individuals it serves.

**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?**

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 APR 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 APR goals or SPP target goals, district staff will work in collaboration with AEA 267 staff to develop an action plan designed to promote progress toward these goals.

# **Appendix A**

## **Case Load Review Committee**

## **Rockwell-Swaledale Caseload Review Meeting**

**Date:**

**Present:**

**Quarterly meeting:** \_\_\_\_\_

**Committee Member Requested:** \_\_\_\_\_ (name)

Requested date: \_\_\_\_\_ (meeting must be held within 10 days of request)

### **Purpose: To review:**

- A review of the current number of students and their needs
- Size of the room
- Needs of students being referred
- Supports available (associates, etc)
- Scheduling/time
- Determination of current program needs
- Discussion of projected future program needs

### **Agenda:**

1. A review of the current number and needs of students, needs of students being referred, supports available, and schedules/time.
  
2. Can all services identified in the IEP be provided as specified?
  
3. What circumstances (number of students, schedules, or student needs) prevent each student from receiving educational benefit?
  
4. Would the addition of caseload responsibilities create the need for additional support or assistance?
  
5. What action is required that will ensure all students' IEPs are able to be fully implemented? (Possible solutions that the caseload review committee may consider, but are not limited to, are: additional program options, additional programs, scheduling changes, additional paraeducator help, additional teaching staff)

The committee written recommendations will be sent to the Superintendent within 5 school days.  
The Superintendent will respond within 5 school days to all team members in writing.

## District and AEA Special Education Director Checklist for Requirements

Is compliant with rules	Requirements	If not compliant, AEA Special Education Director comment
<input type="checkbox"/>	Development of District Developed Service Delivery Plan approved by school board	
<input type="checkbox"/>	Individuals on committee approved by district school board	
<input type="checkbox"/>	AEA represented by Director appointee	
<input type="checkbox"/>	Description of special education instructional services include full continuum	
<input type="checkbox"/>	Caseload descriptions includes <ul style="list-style-type: none"> <li>• A definition of teacher caseload (e.g., number of students, number of points, etc)</li> <li>• Who will monitor caseloads</li> <li>• How often caseloads will be monitored</li> </ul>	
<input type="checkbox"/>	Description of procedures for resolving caseload concerns	
<input type="checkbox"/>	Description of how the district will address: <ul style="list-style-type: none"> <li>• SPP/APR targets</li> <li>• LEA determinations assigned by the state</li> <li>• Plan evaluation and effectiveness</li> </ul>	
<input type="checkbox"/>	Plan submitted to the AEA Special Education Director	

\_\_\_\_\_

AEA Special Education Director Signature

\_\_\_\_\_

Date

\_\_\_\_\_

Information below the line for district use only

<input type="checkbox"/>	Final approval by district school board
<input type="checkbox"/>	Plan inserted into Comprehensive School Improvement Plan

## **Assurances**

X 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.

X The district assures the school board has approved the development of the plan for creating a system for delivering specially designed instructional services.

X The district assures prior to the school board adoption, this delivery system was available for comment by the general public.

X 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).

X The district assures the AEA Special Education Director verified the delivery system is in compliance with the Iowa Administrative Rules of Special Education.

X The district assures the school board has approved the service delivery plan for implementation.

