

**District Developed Special Education Service Delivery Plan
Clarinda 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:

Lance Ridgely
423 East Nodaway
Clarinda, IA 51632
lriddgely@clardindacsdsd.org
712-542-5165

Comments must be received by (date):



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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 41.208(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.

The Clarinda Community Schools Board of Education approved the committee membership (2022) to review the Special Education Service Delivery Plan for the Clarinda Community Schools.

Committee Membership

Parent Representatives: Brad Carter, Chelsea Carter, Laura Tumak Hickey, Patrick Hickey, LeAnn Mackey, Rachel Marckmann and Nancy McKinnon.

Special Education Representatives

Elementary: Rudy Cox

Secondary: Denise Slough

General Education Representatives

Elementary: Lori Wiebesiek, Bailey Jenkins, Lena Craig, Amanda Vardaman

Secondary: Kim Williams,

Administrative Representatives:

Preschool/Elementary: Leslie Ehlers

Secondary: Luke Cox

District: Lance Ridgely

Green Hills AEA Representative(s): Holly Blazek

Date the District Developed Service Delivery Plan was adopted by your Board:

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. These include using specially designed instruction strategies to meet the individual needs of a student with a disability receiving instruction in the general education setting.

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 needed 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 has 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 instruction.

Pull Out Services: Pull-Out services are defined as direct specially designed instruction provided to an individual student with a disability or a group of students with disabilities by a certified special education teacher to provide supplementary instruction that cannot otherwise be provided during the student's regular instruction time. These services are provided in an individual or small group setting for a portion of the day. Pull-out services supplement the instruction provided in the general education classroom through Consulting Teacher services or Collaborative-Co-teaching services. The specially designed instruction provided in Pull-out settings does not replace 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, 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.

Continuum of Services (continued)

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 3-21 within the district, or through contractual agreements with other districts or agencies and shall provide for the following:

- The provision of accommodations and modifications to the general education environment and program, including settings and programs in which eligible individuals aged 3-5 received specially designed instruction, including modification and adaptation of curriculum, instructional techniques and strategies and instructional materials. QPPS Program Standards are followed in the district preschool.
- 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.
- The provision of specially designed instruction on a limited basis by a special education teacher in a general classroom or in an environment other than the general classroom, including consultation with general education teachers.
- 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.

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

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 the beginning of the school year (on or around special education count date October 15), again at the end of the first semester and at the end of the second semester. These numbers will be reviewed by individual district special education teachers with their building principal and/or special education coordinator and may be reviewed at any time when caseloads change by request of the teacher, principal, or special education coordinator.

In determining special education teacher caseloads, the Clarinda Community School District will use the following values to assign points to the caseloads of each teacher in the district.

(EXAMPLES)

Pre K: The regular early childhood program and early childhood special education programs must meet the criteria of the Quality Preschool Program Standard being implemented (QPPS) regarding maximum class size and teacher-child ratios.

K-12: A teacher may be assigned a caseload within a range of 12-18 points. This caseload limit may be exceeded if doing so does not prevent the affected teacher's ability to provide the services and supports specified in the students' IEPs. If the caseload limit is or will be exceeded by 10% for a period of 9 weeks, then a review may be requested in writing.

Explanation of Caseload Determination

1. Total number of students served in the program.
2. Level at which each student is served in the special education program..
3. Number of meetings or amount of paperwork each teacher is responsible for.
 - A. 3 year evaluations (how many are due in current year)
 - B. Annual reviews (assuming 1 per student per year)
 - C. Exits (paperwork completed when the student leaves the district or exits the program)
 - D. Projected or other meetings- any other time an IEP meeting is held (Count each time you meet but must have documentation of the meetings)
 - E. Alternate Assessment- applicable for those students who require an alternate means of assessment other than Iowa Assessments.
 - F. Transition- additional IEP meetings/assessments completed to address transition services

Count students only once for a three year evaluation. annual staffing or transition staffing.

4. Number of students on your roster participating in a work experience program.
5. This question answers how many classes or associates and how often you are involved in co-teaching with.
6. This question addresses the student who has extensive physical needs (bathroom, feeding, diaper changing, help in mobility)
7. The first question addresses students who have a Formal Behavior Intervention plan. The second question addresses the first box on the IEP under Behavior. (Page B).
8. This addresses students served in hospital schools, at another location (ex. Rising Hope, APEX), or residential placement.
9. Count up the number of goals you are responsible for progress monitoring. You want to enter the total amount.

Caseload Determination

1. How many IEP Students are on your roster (A page Teacher)?		
2. List the number of students in each category below:		
a. Level 1		
b. Level 2	x 1.25	
c. Level 3	x 1.50	
3. How many students on your roster will have the following:		
a. Initial/transition	x .50	
b. Annual/review/3-year evaluation	x .25	
c. Exit	x .25	
d. Other meetings (amendments, parent mtg, program change)	x .25	
e. Alternate assessment	x .25	
4. How many roster students will you be planning and supervising work experience?		
5. With how many classes do you co-teach? (add description below)		
6. With how many teachers do you collaborate with (listed on IEP)?		
7. With how many associates do you collaborate with?		
8. How many students on your roster are dependent upon an adult for their physical needs?		
9. How many students are on a BIP?		
10. How many students is behavior a concern and addressed in the IEP?		
11. How many students do you serve off-site?		
12. How many goals are you progress monitoring?		
	total	

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

Caseloads will be reviewed at least three times per year by the individual LEA, special education teachers, along with the Director of Special Programs. The reviews will take place in August, December and May. In addition to scheduled reviews, the teacher may request a caseload review 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 six weeks, then a review may be requested in writing. Caseload limits are as follows:
 - Clarinda Public- 100 points
- 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 the Director of Special Programs
- A committee (composed of Director of Special Programs, Teacher Representative from JK-3, Teacher Representative from 4-6, Teacher Representative from 7-8, and a Teacher Representative from 9-12) will be appointed annually to serve as a review team in collaboration with the Director of Special Programs. If an issue arises with a specific grade area, then that specific team will be involved as well.
- The person requesting the review is responsible for gathering relevant information to support their request. The information might include, but is not limited to:
 - IEP's
 - Schedule and instructional grouping
 - Collaborative /co-teaching assignments
 - Number of buildings

Procedural Steps

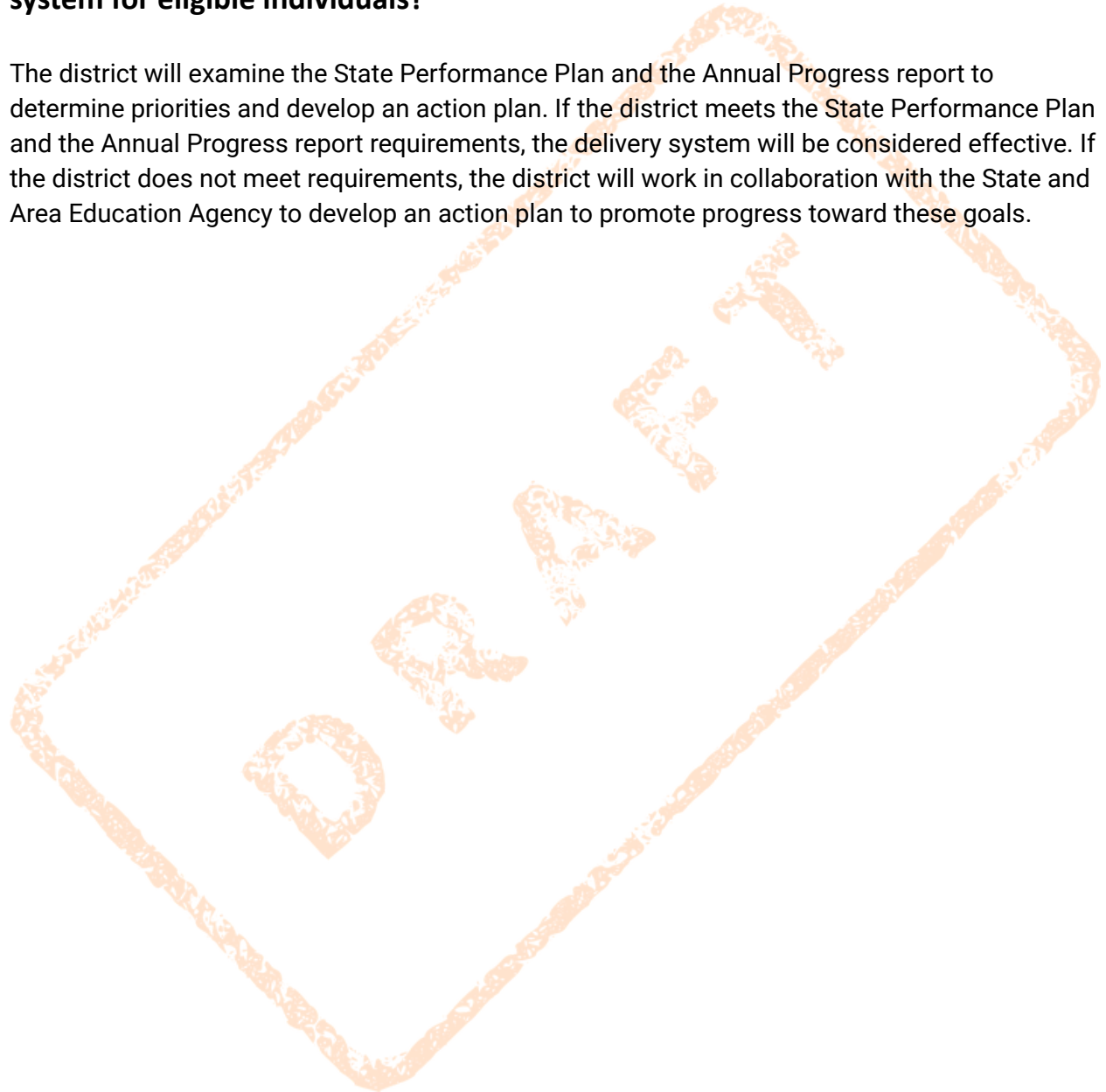
- Informal problem solving strategies in relation to caseload concerns have been exhausted.
- A written request for caseload review is submitted to the Director of Special Programs.
- The request is reviewed for clarification with the Director. The Director tries to resolve the concern at this point.
- If the caseload concerns cannot be satisfactorily resolved, the request is then sent to the caseload committee.

- Within 15 working days, the caseload committee will review the request and give the recommendation to the Director.
- Upon receipt of the committee's recommendation, the Director will review the information and discuss it with the individual.
- Within 10 working days, the Director will meet with the individual and provide a written determination.
- If the person requesting the review does not agree with the determination, he or she may appeal to the AEA Director of Special Education.
- The AEA Director/designee will meet with personnel involved and will provide a written decision.

DRAFT

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 the State Performance Plan and the Annual Progress report to determine priorities and develop an action plan. If the district meets the State Performance Plan and the Annual Progress report 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 Area Education Agency to develop an action plan to promote progress toward these goals.



Assurances

- The district assures it provides a system for delivering instructional services including a full continuum of services and placements to address the needs of eligible individuals aged 3 to 21, and shall provide for the following:
 1. The provision of accommodations and modifications to the general education environment and program, including settings and programs in which eligible individuals aged 3 through 5 receive specially designed instruction, including modification and adaptation of curriculum, instructional techniques and strategies and instructional materials.
 2. The provision of specially designed instruction and related activities through cooperative efforts of the special education teachers and general education teachers in the general education classroom.
 3. The provision of specially designed instruction on a limited basis by a special education teacher in the general classroom or in an environment other than the general classroom, including consultation with general education teachers.
 4. The provision of specially designed instruction to eligible individuals with similar special education instructional needs organized according to the type of curriculum and instruction to be provided, and the severity of the educational needs of the eligible individuals served.
- The district assures the school board has approved the development of the plan for creating a system for delivering specially designed instructional services.
- The district assures prior to the school board adoption, this delivery system was available for comment by the general public.
- The district assures the delivery system plan was developed by a committee that included parents of eligible individuals, special education teachers, general education teachers, administrators, and at least one AEA representative (selected by the AEA Special Education Director).
- The district assures the AEA Special Education Director verified the delivery system is in compliance with the Iowa Administrative Rules of Special Education.
- The district assures the school board has approved the service delivery plan for implementation.