

Clarinda Community School District

District Developed Special Education Plan

2015-2016

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## **Preface**

The plan was submitted for public view on September 4, 2015. Clarinda Community School Board approved it . It was submitted to the Area Education Agency for approval on . Revisions were requested on and resubmitted on

### **Communication with Staff and Parents**

Teachers of the district will be communicated with during building staff meetings and district professional development. Parents will be informed of the plan during student/parent staffings.

## **District Developed Special Education Service Delivery Plan 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. QPPS Program Standards are followed in the district preschool.
  - 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 that 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.

## **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 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 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 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.

## Caseload Determination

1. How many IEP Students are on your roster? \_\_\_\_\_
  
2. List the number of students in each category below:
  - a. Up to 2 hours per day of direct instruction,  
support and services \_\_\_\_\_
  - b. Between 2 and 5 hours per day of direct instruction,  
support and services x 1.25 \_\_\_\_\_
  - c. More than five hours per day of direct instruction,  
support and services x 1.50 \_\_\_\_\_
  
3. How many students on your roster will have the following:
  - a. 3 year re-evaluation/initial/transition \_\_\_\_\_ x.50 \_\_\_\_\_
  - b. Annual/review \_\_\_\_\_ 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 teachers do you co-teach or collaborate? \_\_\_\_\_  
 With how many teachers do you consult (listed on IEP)? \_\_\_\_\_  
 With how many associates do you consult? \_\_\_\_\_
6. How many students on your roster are dependent upon  
an adult for their physical needs? \_\_\_\_\_
7. How many students are on a BIP? \_\_\_\_\_  
 How many students is behavior a concern and addressed in the  
IEP? \_\_\_\_\_
8. How many students do you serve off-site? \_\_\_\_\_
9. How many goals are you progress monitoring? \_\_\_\_\_
  
- Total \_\_\_\_\_

## Explanation of Caseload Determination

1. Total number of students served in program.
2. Number of hours each student is served in special education.
3. Number of meetings or amount of paperwork each teacher is responsible for.

3 year evaluations (how many are due in current year) Annual reviews (assuming 1 per student per year)

Exits (paperwork completed when the student leaves the district or exits the program)

Projected or other meetings- any other time an IEP meeting is held (Count each time you meet but must have documentation of the meetings)

Alternate Assessment- applicable for those students who require an alternate means of assessment other than Iowa Assessments.

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 work experience program.
5. This question answers how many teachers or associates and how often you are involved in co-teaching and/or collaborating . (You must have this listed on the student's IEP to count it. You must also keep a record of these meetings).
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, or residential placement.
9. Count up the number of goals you are responsible for progress monitoring. You want to enter the total amount.

## **Resolving Caseload Concerns**

Caseloads will be reviewed at least twice per year by the individual LEA, special education teachers, along with the Director of Special Programs. The reviews will take place in September and in January. 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
- Clarinda Academy - 150 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 will be appointed annually to serve as a review team in collaboration with the Director of Special Programs.
- 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.

## **Identification of Targets for State Performance Plan**

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.

**Appendix A**

**Iowa Administrative Rules of Special Education**

## Appendix A

### *Iowa Administrative Rules of Special Education*

#### **281-41.408(256B,273,34CFR300) Instructional services.**

**41.408(1) General.** Instructional services are the specially designed instruction and accommodations provided by special education instructional personnel to eligible individuals. These services are ordinarily provided by the LEA but, in limited circumstances, may be provided by another LEA, the AEA or another recognized agency through contractual agreement. An agency must use the procedure and criteria described in subrule 41.408(2) for creating a delivery system for instructional services.

**41.408(2) Delivery system.** An agency shall use the following development process for creating a system for delivering instructional services.

- a.* The delivery system shall meet this chapter's requirements relating to a continuum of services and placements, shall 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 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.
- b.* The delivery system shall be described in writing and shall include the following components:
  - (1) A description of how services will be organized and how services will be provided to eligible individuals consistent with the requirements of this chapter, and the provisions described in 41.408(2)"a."

- (2) A description of how the caseloads of special education teachers will be determined and regularly monitored to ensure that the IEPs of eligible individuals are able to be fully implemented.
  - (3) A description of the procedures a special education teacher can use to resolve concerns about caseload. The procedures shall specify timelines for the resolution of a concern and identify the person to whom a teacher reports a concern. The procedure shall also identify the person or persons who are responsible for reviewing a concern and rendering a decision, including the specification of any corrective actions.
  - (4) A description of the process used to develop the system, including the composition of the group responsible for its development.
  - (5) A description of the process that will be used to evaluate the effectiveness of the system.
  - (6) A description of how the delivery system will meet the targets identified in the state's performance plan, described in this chapter.
  - (7) A description of how the delivery system will address needs identified by the state in any determination made under this chapter.
- c. The following procedures shall be followed by the agency:
- (1) Before initiating the development of the delivery system, the LEA board shall approve such action and the LEA personnel and parents who will participate in the development of the alternative.
  - (2) The delivery system shall be developed by a group of individuals that includes parents of eligible individuals, special education and general education teachers, administrators, and at least one AEA representative. The AEA representative shall be selected by the director.
  - (3) The director shall verify that the delivery system is in compliance with these rules prior to LEA board adoption.
  - (4) Prior to presenting the delivery system to the LEA board for adoption, the group responsible for its development shall provide an opportunity for comment on the system by the general public. In presenting the delivery system to the LEA board for adoption, the group shall describe the comment received from the general public and how the comment was considered.
  - (5) The LEA board shall approve the system prior to implementation.
- d. The procedure presented in subrule 41.907(9) shall be followed in applying the weighting plan for special education instructional funds described in Iowa Code section 256B.9 to any delivery system developed under these provisions.
- e. An LEA shall review, revise, and re-adopt its delivery system using the procedures identified in paragraph "c" of this subrule at least every five years, or sooner if required by the state in conjunction with any determination made under this chapter.
- f. An LEA shall make the document describing its delivery system readily available to LEA

personnel and members of the public.

- g. A director may grant an adjusted caseload status for good cause shown, if an LEA submits a request to the AEA for such status because class size, including the size of a class served by a teacher employed less than full-time, exceeds those limits specified in the portion of the plan required by 41.408(2) *f(b)* (2).