

Tripoli Community Schools

District-developed

Service Delivery Plan

for Special Education Instruction

What Process was 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 staff.

District Developed Service Delivery Plan Development Group

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Sarah Figanbaum, Tripoli Elementary Principal and Curriculum Coordinator
Rebecca Elsamiller, Early Childhood and Elementary Special Education Teacher
Amy Ramker, Upper Elementary and Middle School Special Education Teacher
Laurie Conover, Elementary Special Education Teacher
Jean Harp, Guardian of eligible individual
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Barb Brainard, AEA 267 School Psychologist
Jo Broadston, AEA 267 Special Education Consultant
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How will service be organized and provided to eligible individuals?

Regular Early Childhood Services Monitored by Licensed Early Childhood Special Education

Staff: Instructional services are provided in a general education classroom. The general education teacher is responsible for classroom instruction and implementation of adaptations and accommodations as specified in the IEP. The general education teacher holds a license for prekindergarten. A licensed early childhood special education teacher/consultant is responsible for monitoring the implementation of services described in each IEP and monitoring student progress relative to IEP goals.

Co-taught Early Childhood Program: Instructional services are provided in a general education classroom. The general education curriculum and specially designed instruction are provided to a group of students with disabilities and without disabilities. All aspects of classroom instruction are co-planned and co-taught by a licensed early childhood special educator and an early childhood general education teacher. The early childhood special educator is responsible for monitoring the implementation of services described in each IEP and monitoring student progress relative to IEP goals.

Early Childhood Special Education Program: Services are defined as direct, specially designed instruction provided to students with disabilities by a licensed early childhood special educator. The curriculum is linked to the general education curriculum, but is modified to meet the needs of students with IEPs. Specially designed instruction is provided in a special education classroom setting.

K-12 Consulting Teacher Services: Consulting teacher services are defined as indirect services provided by a licensed special education teacher to a general education teacher in adjusting the learning environment and/or modifying instructional methods. Specially designed instructional strategies will be used to meet the individual needs of a student with a disability receiving instruction in the general education classroom.

K-12 Collaborative Services: Collaborative services are defined as specially designed instruction planned by a licensed special education teacher and provided to an individual student with a disability or to a group of students with disabilities by a certified special education teacher or an educational assistant in a general education classroom setting. Collaborative services are designed to aid the student(s) in accessing the general education content area instruction. Collaborative services are provided simultaneously with the general education content area instruction.

K-12 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 a licensed special education teacher and a 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.

K-12 Pull-out Supplemental Instruction: Pull-out supplemental instruction is defined as specially designed instruction provided to an individual student with a disability or a group of students with disabilities by a licensed special education teacher in a special education setting. Pullout instructional services are designed to supplement instruction provided in the general education classroom through the previously described consulting teacher model, co-teaching model, and collaborative model of service delivery. Supplemental instruction provided in a pullout setting does **not** supplant the instruction provided in the general education classroom. Supplemental instruction may be designed by a licensed special education teacher, and then delivered by an educational assistant under the teacher's supervision.

K-12 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.

K-12 Special Class Services: 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 licensed special education teacher. Instruction is related to the general education curriculum, but has been modified to meet the unique needs of the student(s) in a self-contained setting. This means the student is receiving his or her primary instruction separate from non-disabled peers.

Notes:

- The continuum includes services for eligible individuals ages 3-21.
- The district will provide access to this continuum for all eligible individuals based on their IEP.
- Students may receive different services at multiple points along the continuum based on their IEP.
- Services may be provided within the district or through contractual agreement with other districts and/or agencies, including Area Education Agency 267. K-12 Services available through the AEA 267 instructional pool include self-contained special classes, special schools, home instruction, and instruction in hospitals and institutions.
- Early Childhood Services available through contractual agreement with other districts and/or AEA 267 include services provided in an Early Childhood Special Education Program and services provided in a Regular Early Childhood Program by a teacher holding endorsements as both a prekindergarten teacher and an early childhood special educator.

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

The teacher, the building principal, and an AEA 267 representative will informally review special education teacher rosters at least 3 times per year. Roster reviews will be scheduled as follows:

1. At the beginning of the school year (August/September)
2. During the month of November (following Special Education Child Count)
3. During the month of April (to project rosters and make plans for next school year)

A teacher's caseload will be informally reviewed when either of the following occurs:

1. The number of students on a teacher's roster, the level of services these students receive, and the amount of time a teacher spends engaged in joint planning/collaboration indicates a need to conduct a caseload review.
2. A special education teacher expresses concern about his/her ability to effectively perform the essential functions of his/her job due to caseload.

Example of Class Determination Review

Caseload determinations will be made by assigning points for the intensity of service required by each IEP on a teacher's roster. Each student is assigned 1, 2, or 3 points based on level of intensity of services.

1 Point Student needs limited modifications to the general curriculum that require special education personnel to provide specially designed instruction for less than 55% of the school day and student's IEP has 1 to 2 goal areas requiring specially designed instruction.

2 Points Student needs significant modifications to the general curriculum that require special education personnel to provide specially designed instruction and/or monitoring at least 56% to 85% of the school day or the student has 3 to 4 goal areas on his/her IEP that require specially designed instruction.

3 Points Student needs significant adaptations/modifications to the learning environment or curriculum that require intensive instructional strategies. One of the following must apply:

- Alternate assessment is used to monitor the IEP.
- Behavior intensity is such that a Functional Behavior Assessment and Behavior Intervention Plans are implemented and monitored.
- Special education personnel provide specially designed instruction 86% - 100% of the school day.
- Student's IEP has 5 or more goal areas requiring specially designed instruction.

Joint Planning Considerations

Additional points are assigned based on the teacher's time spent joint planning with general education teachers or education assistants. This is calculated for the teacher and not for individual students.

1 Point Special education teacher conducts joint planning with general education teacher(s) and/or Educational Assistant over the course of a month for up to 2 hours of time.

2 Points Special education teacher conducts joint planning with general education teacher(s) and/or Educational Assistant over a course of a month for 2 to 4 hours of time.

3 Points Special education teacher conducts joint planning with general education teacher(s) and/or Educational Assistant over a course of a month for more than 4 hours of time.

In general, a special education teacher's caseload should not exceed 22 points. The assignment of education assistants must be taken into consideration and may be used to compensate for a caseload that exceeds 22 points. Caseloads of 22 points or more will be considered for further review.

Example of Caseload Calculation

14 students on roster + 1 point = 14 points

1 student on roster + 2 points = 2 points

1 student on roster + 3 points = 3 points

19 total student points

1 point awarded for joint planning = 1 point (Teacher meets with general education math teacher 2 hours in order to plan co-teaching)

20 total points for caseload determination

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.

Steps to follow when a teacher formally requests a caseload review.

1. Teacher will submit a request for caseload review in writing to the building principal.
2. Within ten working days, the building principal will meet with the special education teacher and AEA 267 team representative to review and clarify concerns the teacher has expressed about his/her caseload.
 - a. The teacher requesting the review is responsible for gathering relevant information to support his/her request for a caseload review. This information might include, but is not limited to:
 - i) Number of IEP's
 - ii) Teacher's schedule and instructional grouping
 - iii) Collaboration and co-teaching assignments
 - iv) Number of buildings that teacher is assigned
 - b. An attempt will be made to resolve the teacher's caseload concerns informally at that time.
 - c. The building principal will provide a written response to the teacher's request.
3. If the teacher's caseload concern cannot be satisfactorily resolved, the teacher's written request and the principal's written response will be sent forward to the district superintendent.
4. The district superintendent and AEA 267 special education coordinator will review the request and gather relevant information from the principal, special education teacher and AEA 267 team representative.
5. Within twenty working days following receipt of the teacher's formal request for caseload review, the district superintendent will send a written determination to the building principal and special education teacher.
6. If the teacher requesting review does not agree with the written determination made by the district superintendent, the teacher may appeal to the AEA 267 Area Director of Special Education.
7. The AEA 267 Area Director of Special Education will meet with personnel involved and render a written decision.

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 Annual Progress Report (APR) goals and target goals outlined in our state performance plan (SPP) 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.