

**South Hamilton
Community School
District**



**District Developed
Service Delivery Plan**

Question 1: What process was used to develop the delivery

system for eligible individuals?

The delivery system was developed (and revised/edited, and re-approved 2014) 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."

(2014) Committee members were:

Ken Howard	Superintendent
Paul Hemphill	K-6 Principal
Lori Vincent	K-6 Special Education Teacher
Scott Dryer	7-12 Principal
Tracy Erickson	7-12 Special Education Teacher
Kris Flaugh	7-12 Special Education Teacher
Linda Jansen	7-12 Special Education Teacher
Sharon Wiese	Elementary Parent
Alicia Chavira	General Ed/ECE Teacher
Sari Terrones	PK-6 Special Education Teacher
Jackie Reiter	7-12 Parent
Kelsey Westrum	District Patron

Final review meeting for 2014 revision held 9/2/2014

Question 2: How will service be organized and provided to eligible individuals?

Continuum of Services

Nominal Support: The student receives specially designed instruction and/or supports from a certified special education teacher. Services provided by the special education teacher could be delivered through joint planning, collaborative instruction, co-teaching and/or direct instruction. Special education teacher time commitment is less than 5 hours per week.

Targeted Support: The student receives specially designed instruction and/or supports from a certified special education teacher. Services provided by the special education teacher could be delivered through joint planning, collaborative instruction, co-teaching and/or direct instruction. Special education teacher time commitment is between 5 and 12.5 hours per week.

Sustained Support: The student receives specially designed instruction and/or supports from a certified special education teacher. Services provided by the special education teacher could be delivered through joint planning, collaborative instruction, co-teaching and/or direct instruction. Special education teacher time commitment is between 12.5 and 24 hours per week.

Intensive Support: The student receives specially designed instruction and/or supports from a certified special education teacher. Services provided by the special education teacher could be delivered through joint planning, collaborative instruction, co-teaching and/or direct instruction. Special education teacher time commitment is more than 24 hours per week.

The staff may use one or a combination of the following service models to deliver the programming.

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 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.

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.

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** 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, 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.

Early Childhood Special Education Program: The child is served in a special education program (more than 50% children with disabilities) by licensed early childhood special education teacher. The curriculum is tied to the general education curriculum but is modified to meet the needs of the students and classroom instruction is provided by the early childhood special education teacher. The Iowa Quality Prechool Performance Standards(QPPS) will be used for eligible preschool children.

Additional information-

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.

Question 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 special education teacher caseloads, the South Hamilton 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 special education teacher's caseload will be reviewed when the caseload limit exceeds 20 total points by 10% for a period of 6 weeks. For teacher working with children age 3, the teacher-child ratio is 1 adult per 8 children.

One point: The student receives specially designed instruction/supports for less than 5 hours per week. **(300 min)**

Two points: The student receives specially designed instruction/supports for between 5 and 12.5 hours per week. **(301-750 min)**

Three points: The student receives specially designed instruction/supports for between 12.5 and 24 hours per week. **(751-1,440 min)**

Four points: The student receives specially designed instruction/supports for more than 24 hours per week. **(1,441 + min)**

Note: Supports could include travel time to students served off-site (e.g., hospitalized or homebound students, preschoolers served in their general education preschool classes). If multiple students are served in one site, travel time is applied to one of the students, only.

The following factors can be considered when reviewing caseloads:

- Number of IEPs for which the teacher is responsible
- Intensity of services documented in the IEPs
- Age span of students
- Time needed for collaboration
- Amount of direct instructional contact time with students
- Amount of time required in supervision of paraeducators
- Number of students on Behavior Intervention Plans
- Number of students using assistive technology
- Ability to schedule caseload
- Number of goals monitored
- Potential reporting additions – Example – Seniors exit meetings

Question 4: What procedures will a special education teacher use to resolve caseload concerns?

Resolving Caseload Concerns

Individual LEA special education teachers will review caseloads at least twice per year with their building principal. 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 10% 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
- Requests should initially be given to an individual's principal/supervisor
- A committee will be appointed annually to serve as a review team in collaboration with the building principal/supervisor
- The person requesting the review is responsible for gathering relevant information to support their request. This information might include, but is not limited to:
 - IEPs
 - Schedule and instructional groupings
 - Collaborative/co-teaching assignments
 - 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 the principal/supervisor.
3. The request is reviewed for clarification with the 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.
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 Superintendent of Schools.
9. If the person requesting the review does not agree with the determination, he or she may appeal to the AEA Director of Special Education.
10. The AEA Director/designee will meet with personnel involved and will provide a written decision.

Question 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.