



District Developed Service Delivery Plan (2021)

South Hamilton Community School District

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 any of the two school buildings as well as the superintendent's office.

1.) 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 41.408(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.”

Spring 2021 committee members:

Ken Howard, Superintendent
Jason Woodley, 7-12 Principal
Steve Neuberger, PreK-6 Principal
LaRonna Bahr, 7-12 Special education teacher
Tracy Moler, 7-12 Special education teacher
Staci Winborn, 7-12 Special education teacher
Chris Entner, 7-12 General education teacher
Savana Berg, K-6 Special education teacher
Lori Vincent, K-6 Special education teacher
Alicia Chavira, General Ed/ECSE Teacher
Alison Hassebrock, PK-6 General education teacher
Molly Henderson, 7-12 parent
Kristie Oberender, PK-6 parent
Joni Trammell, AEA representative

Dates and board actions:

Committee met on May 12 and May 27
Public comment from June 2021 with the plan in all 3 district offices as well as on our district website.
AEA Special Education Director Approval --July 13, 2021
School board approved on July 21, 2021

The number and type of meetings:

The committee met to review the current plan.

The first meeting reviewed questions 1, 2, and parts of 3 and 4. We also discussed that communication with parents about available interventions and the process to receive special education services needs to improve in both buildings. The timeline for receiving support seems to be drawn out for certain goal areas.

The second meeting reviewed questions 3, 4, and 5.

2.) How will services be organized and provided to eligible individuals?

Continuum of Services

Preschool: Preschool-aged children may be placed in Regular Early Childhood Programs, which means there are less than 50% of children with disabilities. The Regular Early Childhood Program may be taught by a general education teacher who holds a valid practitioner's license and an endorsement that includes pre-kindergarten. 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 ECSE teacher. The Iowa Quality Preschool Performance Standards (QPPS) will be used for eligible preschool children. The Early Childhood Special Education (ECSE) program, as well as the consultation and support in the regular early childhood program, will be provided by an ECSE teacher who holds a valid practitioner's license and an endorsement that includes ECSE. The ECSE teacher is responsible for monitoring the child's progress on IEP goals.

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 instructional 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 non-disabled 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 has a strong research base.

Collaborative Services: Collaborative services (ex//in-class 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.

Direct Services: Direct services (ex//pull-out; out-of-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 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. Direct services supplement the instruction provided in the general education classroom through Consulting Teacher services or Collaborative/Co-teaching Services. The specially designed instruction provided indirect 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 that 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, high school alternative programming, 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.

4+ Program that is School-to-Work: When students are eligible for and in need of continuing to attend high school after their senior year, South Hamilton will provide continued services during the school year that focuses on work experience in the community and life skills. Students are able to continue with this program until they are twenty-one prior to the start of the school year. Students would receive their high school diploma at the completion of this program.

4+ Programs at Community Colleges: Different community colleges provide 4+ programs to eligible individuals to continue their instruction that was provided during high school. Some programs focus on assisting the student in earning a certificate in a trade skill. Other programs focus on learning how to live independently in teaching living, learning, and working skills. Students would receive their high school diploma at the completion of this program.

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 his/her IEP. Services may be provided within the district or through a contractual agreement with other districts and/or agencies. The continuum includes services for eligible individuals ages 3-21.

3.) How will caseloads of special education be determined and regularly monitored?

Early Childhood Special Education: The district’s regular early childhood program and early childhood special education programs will maintain the teacher-student ratios prescribed by Iowa’s Quality Preschool Standards (QPPS). The teacher ratios are as follows:

An early childhood teacher’s caseload will be a maximum number of 6 special education students on a full-time caseload.

Teacher--Child Ratios Within Group Size
(Includes teachers, assistant teachers, and associates)

| Age Group | Group Size | Group Size | Group Size | Group Size | Group Size |
|-------------|------------|------------|------------|------------|------------|
| | 12 | 14 | 16 | 18 | 20 |
| Preschool | | | | | |
| 3 year olds | 1:6 | 1:7 | 1:8 | 1:9 | |
| 4 year olds | | | 1:8 | 1:9 | 1:10 |

Notes:

- The ratios within group size for the predominant age group apply.
- Ratios are to be lower when one or more children in the group needs additional assistance to fully participate in the program:
 - Because of ability, language fluency, developmental age or stage or other factors **or**
 - To meet other requirements of QPPS Verification.
- A group or classroom refers to the number of children who are assigned for most of the day to a teacher or a team of teaching staff and who occupy an individual classroom or well-defined space that prevents intermingling of children from different groups within a larger room or areas.
- Child who is 3 years-old, and has an academic/behavioral goal identified by the ECSE special education consultant can attend the four-year-old preschool. If they only have a speech goal they are not eligible to attend as a 3-year old.
- Group sizes as stated are ceilings, regardless of the number of staff. Taken from: *Iowa Quality Preschool program Standards Adapted from NAEYC Standards; July 2007; Section III-Page 53.*

Caseload Determination

Teachers may be assigned caseloads up to, but not exceeding **90 points**, not to exceed 20 students per roster. This caseload limit may be exceeded by no more than 10% for a period of no more than nine weeks, if doing so does not prevent the affected teacher's ability to provide the services and supports specified in his/her students' IEP's. Staff should refer to question four regarding how to resolve caseload concern procedures. When completing the Caseload Determination matrix, services must be documented within IEP's. Primary roster teacher counts ALL points minus any goal provided by another teacher. The LRE, curriculum, FBA/BIP, associate, collaboration/consultation, etc. all goes to the PRIMARY roster teacher.

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.

1. Curriculum

Zero Points: The student is functioning in the general education curriculum at a level similar to peers.

One Point: The student requires limited modifications to the general curriculum.

- simple visual cue/strip (one item-once and done)
- preferential seating
- teacher check-ins (1-2 daily)
- directions repeated or provided in writing, testing accommodations
- 1-3 accommodations and/or modifications-that do not occur daily

Two Points: The student requires significant modifications to the general curriculum.

- work chunked into smaller portions than what all kids get
- frequent teacher check-ins (more than 2 times per day)
- modified work task, accommodations of work or tests that occur daily/weekly (only doing the evens), taking turns reading/writing content, highlighting every other problem
- break area in the room
- picture schedules and visual supports that require ongoing teacher/adult support, modifications, etc
- 3+ check-ins each day
- 4 or 5 accommodations/modifications

Three Points: Significant adaptation to grade level curriculum requires specialized instructional strategies.

- 5+ accommodations and a greater frequency of special education teacher support
- Modifications of tests, long term projects, etc. (rewriting tests to get essential standards, modifying daily worksheets, changing projects to be doable for student
- And/or Alternate assessment is used to measure progress.

2. IEP goals (that are for the special education teacher to implement and monitor)

*Primary roster teacher counts ALL points minus any goal provided by another teacher. The LRE, curriculum, FBA/BIP, associate, collaboration/consultation, etc. all goes to the PRIMARY roster teacher.

Zero Points: The student has IEP goals instructed and data collected by another teacher or service provider.

One Point: The student has 1-2 IEP goals that are implemented and monitored by the primary special education roster teacher.

Two Points: The student has 3 IEP goals that are implemented and monitored by the primary special education roster teacher.

Three Points: The student has 4 or more IEP goals that are implemented and monitored by the primary special education roster teacher.

3.) Specially Designed Instructional Minutes

*consider the co-taught minutes (SDI/total minutes = LRE)

Zero Points: The student requires no specially designed instruction.

One Points: 25% or less of instructional minutes is specially designed and/or delivered by special education personnel.

Two Points: 26-75% or less of instructional minutes is specially designed and/or delivered by special education personnel.

Three Points: 76-100% of instructional minutes is specially designed and/or delivered by special education personnel.

4.) Joint Planning & Consultation for Instructional Support

Zero Points: Joint planning which is typically provided for students (15 minutes or less)

One Point: Special education teacher conducts joining planning with 1 general education teacher or paraprofessionals over the course of each month (16-25 minutes per month)

Two Points: Special education teacher conducts joint planning with 2-3 general education teacher or paraprofessionals over the course of each month (26-35 minutes per month)

Three Points: Special education teacher conducts joint planning with more than 3 general education teacher or paraprofessionals over the course of each month (36+ minutes per month)

5.) Adult Support

Zero Points: Individual support needed similar to peers

One Point: Additional individual support from an adult is needed for 25% or less of the school day.

Two Points: Additional individual support from an adult is needed for 26% to 75% of the school day.

Three Points: Additional individual support from an adult is needed for 76% to 100% of the school day.

- If 2 adults are needed at the same time, then worth 6 points.

6.) Assistive Technology; anything needed to support a student's success that does not fit in other categories.

Zero Points: Assistive technology use is similar to peers.

One Point: Assistive technology requires limited teacher-provided individualization and/or training for the student (things that are not available for all students).

- Special chair
- Voice-to-text
- Using Ipad/tablet
- Slant board
- Pencil grips

Two Points: Assistive technology requires extensive teacher-provided individualization and/or training for the student. Using PODs, visual cues/schedules, or electronic technology to support the student. Things that are NOT available to all students and require additional instruction and support from the teacher to make it beneficial to the student.

Three Points: Assistive technology (ex//communication device) that requires extensive teacher-provided individualization and/or training for the student. Significant maintenance and/or upgrades for continued effective use are anticipated. Various pieces of equipment (wheel chair, lifts, walkers, etc.) that require multiple exchanges per day.

7.) FBA/BIP (If a student only has one goal but requires multiple prevention/response strategies and safety interventions, score per the intensity of prevention/response strategies needed.)

Zero Points: The student requires no FBA or BIP

One Point: Requires limited time assessment, planning, data collection and communication with others (not more than 2 hours per month). Minimal prevention/response strategies. Check in/check out type behavior management. Only 1 behavior of concern identified in FBA/BIP.

Two Points: Requires 2 to 4 hours monthly for assessing, planning, data collection and communication with others. More involved prevention and response strategies (DAILY points = reinforcement, visual schedules/token economy, reinforcement more than one time per day, behaviors that include elopement, physical disruption--tearing up papers, breaking a pencil, hiding under a desk, refusal, etc.) 2-3 behaviors of concern identified in FBA/BIP.

Three Points: Requires more than 4 hours for assessing, planning, data collection and communication with others. Same as 2 points but behaviors often require time out in the special education setting, using body positioning or blocking to prevent elopement, more intense physical disruption (throwing materials, flipping desks/tables, tearing things off of walls, using bodily fluids (urine, spit, fecal matter) to make contact with others, etc.). May require CPI escort/hold. More than 3 behaviors of concern identified in FBA/BIP. Has a safety plan on BIP but it addresses lesser major concerns, like needing to be monitored during emergency situations or asking for assistance for behavior concerns in the gen ed room.

Four Points: The student has a safety plan on IEP which includes planning for more major concerns like safety room protocol: same as above but physical aggression toward others: hitting, kicking, biting, pulling hair, throwing objects at staff, danger to self or others. May require time out room and/or CPI restraint strategies to ensure safety. 4 or more behaviors of concern identified in FBA/BIP.

8.) Other: Health plan, personal care, physical needs, community based experiences (CBE), linkage (ex//social-emotional counseling).

Zero Points: The student requires support services that are provided to all general education services that can be reasonably sustained by general education.

One Point: The student requires 1 additional service and/or the student needs less than daily support from an adult for personal care.

Two Points: The student requires 2-3 additional services and/or the student needs daily support from an adult for personal care.

Three Points: The student requires 4 or more additional services and/or the student needs support from an adult for personal care multiple times a day.

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

Resolving Caseload Concerns

Caseloads will be reviewed at least twice per year by individual LEA special education teachers with their building principal and/or special education coordinator. In addition to scheduled reviews, caseloads will be reviewed under the following circumstances:

- When an assigned caseload exceeds **90 total points**. This caseload limit may be exceeded by **no more than 10%** for a period of 9 weeks, then a review may be requested in writing.
- When a teacher has a concern about his/her ability to effectively perform the essential functions of his/her job due to caseload.

A scheduled review of teacher caseloads will be conducted by the building principal as follows:

- 1.) At the beginning of the school year;
- 2.) By April 1 to plan for the following school year.

Requesting a Caseload Review

- At any other time, a teacher may request a caseload review by submitting, in writing (can be emailed), the request to the building principal.
- 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
 - The number of buildings where the individual teacher is providing supports.
- The building principal must convene a committee meeting within 5 school days. A committee will be appointed to serve as a review team in collaboration with the building principal/supervisor (**2 special education teachers in each building (2), the building principal, and the superintendent**).
- A resolution and written decision must be made available to the teacher within 5 school days after the committee meeting.

5.) How will the delivery system for eligible individuals meet the targets identified in the state’s performance plan? How will the delivery system for eligible individuals address needs identified by the state in any determination made under Chapter 41? What process will be used to evaluate the effectiveness of the delivery system for eligible individuals?

In order to meet the State Performance Plan/Annual Progress Report (SPP/APR) goals, accountability will be addressed in the following ways:

- Individual student IEP goal progress monitoring
- Aggregation of progress monitoring and summative evaluation for groups of students at both school and district levels.
- Examination of disaggregated subgroup achievement and SPP/APR data

The ways of evaluating the effectiveness of the delivery system are detailed below in these examples:

Individual: Individual student progress on IEP goals will be reviewed and discussed on a regular and on-going basis by the special education and general education teacher(s) along with the AEA consultant/specialist and school administrator as appropriate. The purpose of this review is to determine if adequate progress is being made, if any adjustments in instruction is needed, or if other targeted or intensive interventions through Response to Intervention or special education are indicated. (Note: Changes in goals, proficiency criteria, or Least Restrictive Environment must occur through an IEP team meeting.)

Building: Each building in the district will review student progress monitoring, formative, or summative evaluations annually. The IEP subgroup performance in both reading and math will be reviewed and discussed by grade level teams which include both general and special education teachers. Subgroup achievement, growth, and the achievement gap will be included as items for discussion and planning. Buildings with a subgroup achievement gap; thus, impeding progress toward meeting the district SPP/APR requirements, will develop a building-based plan to close the achievement gap by grade level in each building. These plans will be monitored at the building every semester and at the district level at the end of each school year. In the event that this process created the need to revise the District Developed Service Delivery Plan (DDSDP), the district will follow the process to revise and readopt the DDSDP.

District: At the district level, IEP subgroups data for each school, along with the plans as described above, will be reviewed on an annual basis by the district’s leadership team. IEP student data will also be disaggregated and examined by building level (PK-6 building, 7-12 building). In addition, the district will examine their SPP/APR data to determine priorities and develop an action plan as needed. If the district meets SPP/APR requirements, both procedural and performance, 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.

**South Hamilton Community School District
Special Education Teacher Caseload Determination**

Teacher: _____ Student: _____ Date: _____ Total: _____

| | 1. Curriculum | 2. IEP Goals | 3. Specially Designed Instruction | 4. Joint Planning & Consultation for Instructional Support | 5. Adult Support | 6. Assistive Technology (AT) | 7. Functional Behavior Analysis (FBA)/ Behavior Intervention Plan (BIP) | 8. Other: Health plan, personal care, emotional, social, physical, mental needs, community based experiences (CBE) |
|--------------------|---|--|--|--|--|---|--|--|
| Zero Points | The student is functioning in the general education curriculum at a level similar to peers. | The student has IEP goals instructed by another teacher. | The Student requires no specially designed instruction. | Joint planning which is typically provided for students (15 minutes or less) | Individual support needed similar to peers. | Assistive technology use is similar to peers. | Students requires no FBA/BIP | The student requires support services that are provided to all general education services that can be reasonably sustained by general education. |
| One Point | Student requires limited modifications to the general curriculum | Student has 1-2 IEP goals monitored/supported by special education | 25% or less of instruction is specially designed and/or delivered by | Special education teachers conduct joint planning with 1 general | Additional individual support from an adult is needed for 25% or less of | AT requires limited teacher-provided individualization and/or | Requires limited time assessment, planning, data collection and communication | The student requires 1 additional service and/or the student needs less than |

| | | | | | | | | |
|---------------------|---|--|--|---|--|---|--|---|
| | | teacher | special education personnel | education teacher or paraprofessionals over the course of each month (16-25 minutes per month) | the school day. | training for the student. | n with others (not more than 2 hours per month). | daily support from an adult for personal care. |
| Two Points | Student requires significant modifications to the general curriculum in 1 or 2 areas. | Student has 3 IEP goals monitored/supported by special education teacher | 26-75% of instruction is specially designed and/or delivered by special education personnel | Special education teachers conduct joint planning with 2-3 general education teachers or paraprofessionals over the course of each month (26-35 minutes per month). | Additional individual support from an adult is needed for 26-75% of the school day. | AT requires extensive teacher-provided individualization and/or training for the student. | Requires 2 to 4 hours monthly for assessing, planning, data collection and communication with others. | The student requires 2-3 additional services and/or the student needs daily support from an adult for personal care. |
| Three Points | The student requires Significant adaptation to grade level curriculum across multiple areas. Alternate assessment may be used to measure progress. | Student has 4 or more IEP goals monitored/supported by special education teacher | 76-100% of instruction is specially designed and/or delivered by special education personnel | Special education teachers conduct joint planning with more than 3 general education teachers or paraprofessionals over the course of each month (36+ minutes per month). | Additional individual support from an adult is needed for 76-100% of the school day. If 2 adults are needed at the same time, then worth 6 points. | AT requires extensive teacher provided individualization and/or training for the student. Significant maintenance and/or upgrades for continued effective use. | Requires more than 4 hours for assessing, planning, data collection and communication with others. 4 POINTS: Safety plan on IEP (see description in notes) | The student requires 4 or more additional services and/or the student needs support from an adult for personal care multiple times a day. |