

North Linn Community School District



District Developed Service Delivery Plan

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Advisory Panel

Leisa Breitfelder, Superintendent/Special Education Director

Kaitlyn Stoll, Secondary Principal

Brendan Schott, Elementary Principal

Beth Dolan, ECSE Teacher

Amber McGrath, ECSE Teacher

Elizabeth Martin, Special Education Teacher

Lisa Tempus, Special Education Teacher

Anne Boss, Special Education Teacher

Kelly DeVore, Special Education Teacher

Kayla Vale, Special Education Teacher

Kate Rawson, Parent

GWAEA Representative:

Melissa Grennan, Regional Administrator

Glossary

Accommodation- changes to instruction or assessment that allow students with disabilities to access the curriculum and demonstrate their learning, without altering the core content or expectations.

Collaboration- Two or more individuals work together towards a common goal or planning, implementing, or evaluating a specific aspect of an educational program for a student or group of students.

Consultation- The general education teacher is the primary individual to present lessons to the students and to implement learning strategies. The teachers consult regularly with other professionals and families to acquire information that facilitates the learning of students with disabilities.

Co-teaching- A collaborative approach where two or more teachers, often a general education teacher and a special education teacher, work together to plan, deliver instruction, and assess students in a shared classroom.

Differentiation- Tailoring instruction and curriculum to meet the diverse needs of individual students, focusing on the “how” of personalized learning, rather than a one-size-fits-all approach.

Modification- Changes made to the content and performance standards for students with disabilities, prioritization, or reduction of the expectation of attainment of the learning standards.

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.

How will services be organized and provided to eligible individuals?

Continuum of Services:

Least Restrictive Environment is determined by the student's individualized program of instruction and related services rather than by setting. IDEA requires that school districts create a continuum of alternative placement options. This continuum represents a range of educational placements for an eligible individual ages 3-21 in which an IEP can be implemented to meet the individual needs of students with disabilities. These placement options range from the least restrictive setting (i.e., general education classroom) to the most restrictive ones (e.g., residential facility). Students may receive different services at multiple points along the continuum based on the IEP. Placement options are fluid. A student might receive some services in one setting and other services in a different setting. Further, placements can change over time based on factors such as changes in a student's progress or needs. Services may be provided within the district, or through contractual agreement with other districts and/or agencies. North Linn CSD utilized the placement continuum from Vanderbilt Peabody College to model their services after. www.iris.peabody.vanderbilt.edu

Early Childhood Special Education Services:

The North Linn Community School District will make available instructional services and placements for preschool children in a regular early childhood program. A teacher who holds a valid practitioner's license that includes prekindergarten and early childhood special education serves children in the regular early childhood classroom. The teacher is responsible for direct instruction, preparation of materials, adaptations and accommodations in implementing the IEP. The North Linn Community School District's regular early childhood program may implement the criteria of the following program or combination of programs dependent upon student placement: (Iowa Quality Preschool Program Standards, Head Start Program Performance Standards, or National Association for the Education of Young Children (NAEYC)

General Education Classroom:

- Students receive instruction in the general education classroom:
 - Services are provided by the general education teacher, with accommodations or modifications as needed. Instruction is supported with specialized materials, equipment, or instructional methods.
Example Scenario: Quinn, a student with hearing aids, receives instruction in the general education classroom with accommodations for preferential seating near the teacher during instruction time.
- Students receive instruction in the general education classroom with support from a special education teacher or GWAEA service provider:
 - Most, if not all, instruction is provided by the general education teacher, with accommodations or modifications as needed. Services provided by the special education teacher and/or GWAEA service provider might include: Consultation and collaboration with the general education teacher to plan and provide instruction and/or individualized or small-group instruction based on the student's needs.
Example Scenario: Will, a 3rd-grade student with a reading disability, receives the majority of his instruction from the general education teacher. However, during reading class, the special education teacher comes to the general education classroom to work with Will and a small group of students with disabilities who have similar reading goals.

Special Education Classroom:

- Students receive instruction in a special education classroom for a portion of their school day:
 - The majority of the instruction is provided in the general education classroom, with accommodations or modifications as needed.
 - Services provided by the special education teacher might include: Individualized or small-group instruction in a separate classroom and/or consultation and collaboration with the general education teacher to plan and provide instruction.

Example Scenario: Hannah, a 7th-grade student with a learning disability, receives a majority of her instruction from the general education teacher. However, she receives additional math instruction from the special education teacher in the special education teacher's classroom for 30 minutes per day.

- Students receive instruction in a special education classroom for a majority of their school day:
 - General education teachers, including those in nonacademic periods (e.g., P.E., art, music), consult with the special education teacher to provide effective instruction or support. Services provided by the special education teacher might include: Specialized instruction in a separate classroom provided in a small group for students with similar characteristics or needs and/or consultation with the general education teachers to plan and provide individualized instruction aligned with the general education curriculum.

Example Scenario: Quintin, a high school student with a disability impacting cognitive skills, physical movement, and is non-verbal, receives his instruction for the majority of the day in the special education classroom. He will be with his peers in the general education classroom for social integration as appropriate.

Special Schools:

- Students receive instruction for the majority of the school day in a separate public or private facility:
 - Services are provided in a school that is designed, staffed, and resourced for the care and education of students with similar disability related needs.

Example Scenario: Jacob is deaf. His IEP team, including his parents, determined that the Iowa School for the Deaf would best serve his needs. He attends this school during the day and returns home after school.

Homebound:

- Students receive instruction at home for the majority of the school day:
 - Students in homebound settings might have physical or mental health challenges that prevent or restrict participation at school. Services provided by a homebound teacher might include: Individualized instruction per a schedule convenient to the student's need and/or consultation and collaboration with the general and special education teachers to plan and provide instruction.

Example Scenario: Claire, a 1st-grade student, has a rare genetic disorder impacting many aspects in her education as well as her immune system. Claire's physicians have deemed it too risky to attend school from November-March. During these months, she receives her instruction in her home for two hours per day from a homebound teacher and her GWAEA service providers.

Hospital, Residential Facility:

- Students receive instruction in a hospital for the majority of the school day:
 - Students in hospital settings might have physical or mental health challenges that require admission for an extended period of time. Services provided by an education professional in the hospital might include: Individualized instruction per a schedule convenient to the student's needs and/or consultation and collaboration with the general and special education teachers to plan and provide instruction.
Example Scenario: Claire's health (see previous) deteriorates, and her doctors admit her to the hospital. Claire receives instruction two hours per day from a teacher who schedules this around her medical treatments and other health needs.
- Students receive instruction in a public or private residential facility for the majority of the school day:
 - Some students with disabilities might have such significant physical or mental health challenges that they require the types of services provided in a residential facility.
Example Scenario: Laura is a sophomore student with an emotional and behavioral disorder. Her IEP team determines that her needs would be best met at a residential treatment facility. Laura receives instruction from teachers at the facility, in addition to the mental health services and supports she needs.

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 least twice during the school year by individual district special education teachers with their building principal and/or special education coordinator.

A teacher caseload will be considered to be a range from 39 to 50 total points.

Elementary: 39 points;

MS/HS: 50 points;

Districtwide position: 50 points.

If a teacher's caseload exceeds this number, the teacher and special education coordinator will meet to discuss whether the teacher is able to provide the services and supports specified in his or her students' IEPs. If the teacher is able to do so, no further action is needed. If the teacher is unable to provide the services and supports specified in his or her students' IEPs, a plan of action will be developed. If the teacher is not satisfied that the plan of action will meet the requirements of his or her students' IEPs, the teacher may initiate the process for resolving caseload concerns that is described in this plan.

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

1 Point: Per student on the case roster.

1 Point: Per grade level the teacher supports.

0.25 point: Per Number of goals responsible for planning SDI.

0.25 point: Per student that receives less than 1 hour of direct instruction per day.

0.50 point: Per student that receives 1 hour to 1 hour 59 minutes of direct instruction per day.

0.75 point: Per student that receives 2 hours to 2 hours and 59 minutes of direct instruction per day.

1 point: Per student that receives 3 or more hours of direct instruction per day.

0.5 point: Per student who has an FBA and BIP.

0.5 point: Per student who participates in Alternate Assessment.

0.5 point: Per student who requires associate support.

0.5 point: Per student who has transition services.

0.5 point: Per student who has work-based learning coordination through the special ed teacher.

0.5 point: Per student who has one or more of the following services: speech, PT, OT, AT, Hearing, Vision, O&M and/or nursing services.

Early Childhood Special Education:

The North Linn Community School District's preschool teacher caseload (ages 3-5) will meet the criteria of the IQPPS standards regarding maximum class size and teacher-child ratios. Caseloads will tentatively set in the spring for the following year. Caseloads may be modified based on summer registration and actual fall enrollments.

Caseload Category	List Student Initials (across the top)										Weight	Points
IEP student on roster											1 point each	
Grade level of student											1 point per grade	
Number of Goals											.25 point per goal	
Student receives < 1 hour of direct instruction/day											.25 point each	
Student receives 1 hour of direct instruction/day											.5 point each	
Student receives 2 hours of direct instruction/day											.75 point each	
Student receives 3+ hours of direct instruction/day											1 point each	
Student has an FBA/BIP											.5 point each	
Student participates in Alternate Assessment											.5 point each	
Student requires associate support											.5 points per associate	
Student has Transition Services (14+ yrs)											.5 point each	
Student has work-based learning through special ed teacher											.5 point each	
Student has one or more of the following services: speech, PT, OT, AT, Hearing, Vision, O&M and/or nursing services.											.5 point each	
Total Points:												

What procedures will a special education teacher use to resolve 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, 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 GWAEA Regional Administrator.
9. The GWAEA Regional Administrator will meet with personnel involved and will provide 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?

The district will examine their state's performance plan (SPP) and the 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.

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.