

• • • • •

New Hampton Community School District

District Developed Service Delivery Plan

• • • • •

A system for delivering instructional services including a full continuum of services and placements to address the needs of eligible individuals ages 3 to 21

Table of Contents

What process was used to develop the delivery system for eligible individuals?3

How will services be organized and provided to eligible individuals ages 3-5?.....5

How will the caseloads of early childhood teachers be determined and regularly monitored?6

How will services be organized and provided to eligible individuals?.....6

How will caseloads of special education teachers be determined and regularly monitored?8

What procedures will a special education teacher use to resolve caseload concerns?10

How will the delivery system for eligible individuals meet the target identified in the state’s performance plan?
.....11

How will the delivery system for eligible individuals address needs identified by the state in any determination made under Chapter 41?11

What process will be used to evaluate the effectiveness of the delivery system for eligible individuals?.....11

Special Education Service Delivery Plan - Assurances.....12

What process was used to develop the delivery system for eligible individuals?

Iowa Administrative Code Rule 41.408 (2) “c”

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.

On Monday, November 21, 2016, the New Hampton Board of Education approved committee members to complete a Special Education Service Delivery Plan for New Hampton Community School District. In the state of Iowa, all districts were required to develop a plan by September 15, 2009.

Overview of steps in completing this Service Delivery Plan:

Step 1: The district school board approves the development of Service Delivery Plan and individuals on development committee.

Step 2: The committee develops the plan. (Meetings held with Special Education Teachers and AEA on Oct. 26, Oct. 28, and Nov. 1, 2016. Meeting with the entire committee on Nov. 7, 2016)

Step 3: The draft plan is available to district staff for review and comment. (Available Nov. 2-Nov. 21, 2016)

Step 4: The plan is available for public comment. (Available on District Website, District Facebook Page, High School Facebook Page, Middle School Facebook Page, Elementary Facebook Page Nov. 2-Nov. 21, 2016)

Step 5: The AEA Special Education Director verifies plan compliance. (Nov. 2016)

Step 6: The district school board approves the plan prior to adoption. (Nov. 21, 2016)

Step 7: The plan is reviewed every 5 years or sooner if the district’s data indicates a need.

Committee Members

District Administrators

Jay Jurens	Superintendent
Karen Kayser-Kemp	Curriculum Leader
Brenda Ferrie	Elementary Principal
Matt Manson	Middle School Principal
Sarah Updegraff	High School Principal

Parents

Sabrina Tenge	Elementary Parent
Mindy Casterton-Humpal	Middle School Parent
Tammy Robinson	High School Parent

Special Education Staff

Gladys Martin	Elementary Special Ed. Teacher
Carolin Remmen	Middle School Special Ed. Teacher
Sandra Russ	High School Special Ed. Teacher

General Education Staff

Barb Havlik	PreSchool (Dual Endorsements) Teacher
Kim Hennessey	Elementary Teacher
Anita Quirk	Middle School Teacher
Megan Hauber	High School Teacher

AEA 1 Representative

Donna Hejhal	AEA 1 Special Education Consultant
--------------	------------------------------------

How will service be organized and provided to eligible individuals ages 3-5?

Ages 3-5 Definitions

New Hampton Community School District will adhere to federal data regarding definitions of settings for preschools.

Regular Early Childhood Program: Less than 50 percent children with disabilities

Early Childhood Special Education (ECSE) Program: More than 50 percent children with disabilities

Access to Continuum

New Hampton Community School 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 (i.e. early childhood programs in the community).

New Hampton Community School District will examine the preschool services annually to determine the availability of regular early childhood programs within the district.

Early Childhood Continuum

Regular Early Childhood Program with Teacher Holding Dual Endorsement: Services are defined as occurring in the general education classroom. The teacher holds a license issued by the Board of Educational Examiners that includes pre-kindergarten and early childhood special education. The teacher is responsible for direct instruction, preparation of materials, adaptation and accommodations as specified in the IEP. The teacher with the dual endorsement is responsible for implementing and monitoring the child's progress according to the IEP.

Regular Early Childhood Program Monitored and/or Provided by a Licensed Early Childhood Special Education Staff: Services are defined as occurring in the general education classroom or the early childhood special education classroom. The classroom teacher holds a license for prekindergarten. The general education teacher is responsible classroom instruction and implementation of adaptations and accommodations as specified in the IEP. The licensed early childhood special education staff is responsible for monitoring and/or providing the implementation of services described in each IEP and monitoring student progress relative to goals in the IEP.

Early Childhood Special Education Program: Services are defined as occurring in a special education setting provided to students with disabilities by a 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. Classroom instruction is provided by a licensed early childhood special education teacher.

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 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 3-5.

How will caseloads of early childhood teachers be determined and regularly monitored?

Preschool Program Standards

New Hampton Community School District will provide a full continuum of placements by providing instructional services to eligible preschool children while adhering to the following program standards:

1. Iowa Quality Preschool Performance (QPPS)
2. National Association for the Education of Young Children (NAEYC)
3. Head Start Standards

The regular early childhood program and early childhood special education program will meet the criteria of the Preschool Program Standard being implemented regarding maximum class size and teacher-child ratios.

Caseload Determination

Iowa Quality Preschool Performance (QPPS)
(See caseload in QPPS Implementation Guide – Section III, Page 53)

How will service be organized and provided to eligible individuals?

Age 5 – Age 21

General education with consultation. The student is served in the general education classroom or regular early childhood program without any accommodations or modifications to the curriculum, instruction, testing or grading. The service provider is responsible for consulting with general education teachers and monitoring the student's progress according to the IEP. The special education teacher support may include assisting the 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.

General education with consultation/accommodations. The student is served in the general education classroom or regular early childhood program with consultation and support from the special education teachers. The general education teacher is responsible for direct instruction, testing, grading and behavioral management as specified in the IEP. The special education teacher support may include assisting the general education teacher with the design and preparation of materials, adaptations and accommodations. The special education teacher is responsible for monitoring the student's progress on IEP goals.

General education with direct special education support in the general education classroom. The student receives special education support for the general education curriculum in the general education or regular early childhood program setting. The special education teacher, support service provider, or trained paraprofessional will be in the general education or program classroom to provide direct instruction, instructional support, or other assistance to the student or group of students, through such models as collaborative or co-teaching. The special education teacher/service provider is responsible for monitoring the student's progress on IEP goals.

General education with direct special education support outside the general education classroom. The student receives specially designed instruction and support for the general education curriculum outside the general education or regular early childhood program setting when the services cannot be appropriately provided in the general education or program setting. The student may receive selected services for all services he/she needs in a separate educational setting including, but not limited to special classes/pull out classes, special schools, home instruction, and instruction hospitals and institutions. The special education teacher/service provider is responsible for monitoring the student's progress on IEP goals.

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 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.

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

Ages 3 - 21

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 an AEA representative.

In determining teacher caseloads, the New Hampton 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 teacher may be assigned a caseload that should not exceed more than 80 total points. 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 or her students' IEPs.

Notes:

- In addition, a district's regular early childhood program and early childhood special education programs must meet the criteria of the Preschool Program Standard regarding maximum class size and teacher-child ratios.
- Special consideration will need to be taken into account for certain programs within the district.
- An attempt should also be made to monitor and balance caseloads between teachers at each building level.

Caseload Determination Worksheet

1. How many IEP students are on the roster? _____

2. Identify each of the students in a category below. (Minutes should be taken from the IEP, Page F. Indicate direct instruction from this teacher only, including specially designed instruction in a co-taught setting.)
 - a. Up to 2 hours per day of direct instruction _____
 - b. Between two and five hours per day of direct instruction ___ x 1.25 _____
 - c. More than five hours per day of direction instruction ___ x 1.50 _____

3. How many total goals are being monitored on your roster? _____

4. For how many roster students will the teacher be planning for transition throughout the continuum? _____

5. How many students on your roster will have a 3-year reevaluation this year? ___ x .50 _____

6. How many periods does the teacher co-teach? _____
(These services may incorporate several different approaches: 1) One Teach, One Observe; 2) One Teach, One Assist; 3) Station Teaching; 4) Parallel Teaching; 5) Alternative Teaching; and 6) Teaming.)

7. How many students are on a Behavior Intervention Plan (BIP) or have behavior concerns that are addressed on the IEP? _____

8. For how much time does the teacher collaborate with general education teachers and/or paraeducators? _____
 - a. Up to 2 hours per month = 1 point
 - b. 2-4 hours per month = 2 points
 - c. More than 4-6 hours per month = 3 points
 - d. More than 6 hours per month = 4 points

9. How many students are served off-site? (e.g. homebound, long-term suspension, in general education preschools, private school, home school, etc.) _____

10. How many students are on Iowa Alternate Assessment? ___ x 2 _____

CONTINUED ON NEXT PAGE

11. For how many roster students will you be planning and supervising work experience? _____

12. How many students have one or more of the following support services which require reinforcement or follow-up: speech, OT, PT, assistive technology, hearing itinerant, vision itinerant, Medicaid billable services, physical needs (ie. safety, toileting, self-help)? ____ x 0.25 _____
(Medicaid may be applied to this section if the student's services are being documented for billable services.)

TOTAL

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

Resolution Procedures

The following procedures are to be used to resolve concerns about special education caseloads:

- 1) Teacher shall request and shall be granted a meeting with the building principal to discuss caseload. Such meetings shall be informal in nature and solution-focused. The principal shall keep a record of the meeting date, teacher name, concerns, and possible revisions to caseload.
- 2) If the teacher feels further consideration is warranted, written notice of the concern shall be submitted to the building principal within five working days following the informal conference. The written notice should express the specific caseload concern and a suggested or preferred resolution to the concern.
- 3) The building principal will convene a review committee within ten working days to problem solve and listen to the concern from the referring teacher. This committee may include the building principal, the special education teacher, an AEA 1 staff member, and others as designated. A written response shall then be submitted to the teacher and to the superintendent.
- 4) If dissatisfied with the response in Step 3, the teacher has five working days after receiving the written response to submit a written appeal to the superintendent.
- 5) Within ten working days after receiving the appeal, the superintendent shall convene a meeting with the teacher and principal to discuss the concern, submit a written response to the teacher, and provide a copy of the response to the principal.

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 Director of Special Education.

7) The AEA Director of Special Education will meet with personnel involved and render a written decision.

Note:

An AEA may grant an adjusted caseload status for “good cause shown.” 41.408 (2)g. A showing of good cause is highly dependent on the facts and circumstances surrounding the request and a determination of “good cause” is within the sound discretion of the AEA Special Education Director. As a general rule, “good cause” will not be satisfied by a district’s unsupported request for an adjustment to its caseload, and will typically require demonstration that the district considered other alternatives before seeking an adjustment. As with all special education questions, the primary concern should be the district’s ability to provide FAPE in the LRE to the eligible individuals it serves.

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?

State Performance Plan Targets and Service Delivery Plan Effectiveness

Individual

Individual student progress on IEP goals will be reviewed and discussed on a regular and ongoing basis every nine weeks by special education and general education teachers along with the AEA consultant/specialist and school administrator as appropriate. The purpose of this review is to determine if adequate progress on their goals is being made,

if any adjustment in instruction is needed, or if other targeted or intensive interventions through RTI or special education are indicated. Note: changes in goals, proficiency criteria, or LRE must occur through an IEP meeting.

School – Aggregated by School and District

At least once per year, district administrators and staff will review student progress monitoring, formative, summative evaluations, and district wide assessments using the district's data relative to progress indicators outlined in Iowa's State Performance Plan (SPP) for special education. District administrators will also examine the district's Annual Progress Report (APR) each year to review achievement data as it pertains to students with IEPs in the district. The IEP subgroup performance in both reading and math will be reviewed and discussed by grade level teams, which includes both general and special education teachers. Subgroup achievement, growth, and the achievement gap will be included as items for discussion and planning. Schools with a subgroup achievement gap; thus, impeding progress toward meeting the district SPP/APR requirements, will develop a school-based plan to close the achievement gap by grade level in each school. These plans will be monitored at the school every semester and at the district level at the end of each school year. In the event that this process creates the need to revise the DDSDP, the district will follow the process revise and readopt the DDSDP.

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 ages 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 ages 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.

Notes:

- The district assures the school board has approved the development of this 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 for at least 14 days.
- The district assures this delivery system 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.