CAL COMMUNITY SCHOOLS

DISTRICT-DEVELOPED

SERVICE DELIVERY PLAN

JUNE 2017

The CAL Community School provides a nurturing educational environment
with an engaging curriculum which fosters good character
and instills the desire for lifelong learning in a global society.

Nondiscrimination Policy Statement:
It is the policy of the CAL Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact the district's Equity Coordinator, Jen Koenen, Curriculum Director, 1441 Gull Ave., Latimer, Iowa, 50452, (641) 579-6087, koenenj@cal.k12.ia.us.

Póliza No-discriminación:
Es la póliza del Distrito Escolar Comunitario de CAL de no discriminar basados en la raza, color, nacionalidad original, sexo, discapacidad, religión, credo, edad (para el empleo), estado civil (para programas), orientación sexual, identidad de género y el nivel socioeconómico (para programas) en sus programas educativos y sus prácticas de empleo. Existe un procedimiento de quejas para procesar las quejas de discriminación. Si usted tiene preguntas o una queja relacionada con esta póliza, por favor comuníquese con el Coordinador de Equidad del distrito, Jen Koenen, Directora de Curriculum, 1441 Gull Ave., Latimer, Iowa, 50452, (641) 579-6087, koenenj@cal.k12.ia.us.

Question 1: What Process Was Used to Develop the Delivery System for Eligible Individuals?

The district-developed service delivery plan is 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. All districts are required to write a district-developed service delivery plan for special education services, which then becomes part of the district's Comprehensive School Improvement Plan.

The district developed service delivery plan was developed in accordance with the Iowa Administrative Code Rule 41.408(2)"C".

Before initiating the development of the plan, the CAL Board of Education approved such action on May 8, 2017 and the LEA personnel and parents who would participate in the development of the plan.

The group of individuals who developed the plan includes parents of eligible individuals, special education teachers, general education teachers, administrators and AEA administrators.

District Developed Service Delivery Plan Development Group

Superintendent:	Todd Lettow
PK-12 Principal:	Steve Lane
Curriculum Director:	Jen Koenen
Elementary General Education Teacher:	Krista State
Elementary Special Education Teacher:	Lacy Krabbe
Middle School General Education Teacher:	Kelsey Chaplin
Middle School Special Education Teacher:	Liz Soderberg
High School General Education Teacher:	Amy Adams
High School Special Education Teacher:	Amanda Uhlenhopp
Early Childhood Teacher:	Kendra Kadrlik
K-12 Counselor:	Kelly Moeller
K-12 PE Teacher:	Tyler Heiden
Middle/High School Parent:	Mayra Cano
Elementary/Middle School Parent:	Heidi Miller
Middle School Student:	Andrea Castro
High School Student:	Angel Cano
AEA Early Childhood Educator:	Pat Stenzel
AEA Team Representative:	Jill Schager
AEA Regional Administrator:	Carol Sensor *(appointed by AEA Director of Special Education)*

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

EARLY CHILDHOOD

Regular Early Childhood Program Monitored by a Licensed Early Childhood Special Education Staff:
Services are defined as occurring in the general education classroom utilizing QPPS (Quality Preschool Program Standards). The classroom teacher holds a license for pre-kindergarten. The general education teacher is responsible for classroom instruction and implementation of adaptations and accommodations as specified in the IEP. The licensed Early Childhood Special Education staff is responsible for monitoring the implementation of services described in each IEP and monitoring student progress relative to goals in the IEP.

Early Childhood Special Education (ECSE) Services:
Services for the early childhood special education program are defined as direct specially designed instruction provided to students with disabilities by a licensed early childhood special education teacher. The curriculum is tied to the general education curriculum utilizing QPPS (Quality Preschool Program Standards), but is modified to meet the needs of the students. A licensed Early Childhood Special Education Teacher provides classroom instruction, is responsible for monitoring the implementation of services described in each IEP, and monitors student progress relative to goals in the IEP.

ECSE Collaborative Services:
Collaborative services are defined as a specially designed instruction planned by a certified special education teacher and provided to an individual student with a disability or to a group of student with disabilities by a certified special education teacher utilizing QPPS (Quality Preschool Program Standards).

Grades K-12

Collaborative Services:
Collaborative services are when a general education teacher and a special education teacher work together to design appropriate instruction for students served through an IEP. The special education teacher will use collaborative services within the general education curriculum so that special education students have access to the general education setting. Appropriate adjustments to the curriculum will be made through the general education and special education teachers collaborating on necessary instruction for the special education student being served.

General Education with Consultation/Accommodations:
A student may be served within a general education classroom with consultation and support given from the special education teacher. The general education teacher would be responsible for direct instruction, testing, grading and behavioral management as specified by the IEP. The special education teacher will support the general education teacher through extra assistance with designing and preparing appropriate materials, adapting instruction, and designing appropriate accommodations for the student within the general education environment. The special education teacher will be responsible for monitoring students' progress on the IEP and communicating the services of the IEP to the general education teacher.

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 without disabilities. These services are provided by the special education teacher and the general education teacher in partnership to meet the needs of each student in the general education classroom. These services can take shape in a variety of ways. For example, teachers co-plan, divide the class, and provide instruction to smaller groups, or teachers co-plan and then co-instruct different components of the content. Teachers new to the district will be provided support in learning this model.

Direct Special Education Support Provided in the General Education Classroom:
The student receives special education support for the general education curriculum in the general education setting. The special education teacher or support service provider, is present in the general education classroom to provide direct instruction, instructional support, behavior monitoring, and/or other assistance to the student or group of students through models such as collaborative instruction and co-teaching. The special education teacher/service provider is responsible for monitoring student progress according to the IEP. A trained paraprofessional may provide instruction support in the classroom.

Individual/Small Group Pull-out:
Pull-out instruction is defined as specially designed instruction provided to an individual or small group of students by a certified special education teacher in a special education setting. Pull-out instruction can either be supplemental to the instruction the student(s) receive in the general education classroom or it can be their total program in a given subject area (i.e. a student could receive total reading instruction by individual/small group pull-out).

Supplemental Instruction:
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 certified special education teacher in a special education setting. These 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 services include direct instruction in goal areas, working on specific assignments given in the general education setting that would include areas of learning deficits, and providing a smaller and quieter learning environment with fewer distractions for students to complete general education tests and assignments. Supplemental instruction provided in a pull-out setting does **not** supplant the instruction provided in the general education classroom.

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 <u>in a special education setting</u> 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 ongoing 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.

Special Class Services:
Special class services are defined as direct specially designed instruction provided to an individual student with disability or a group of students with disabilities by a certified special education teacher to provide instruction which is tied to the Iowa Core Standards and Essential Elements, 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.

Notes:

- Students may receive different services at multiple points along the continuum based on their 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, including Area Education Agency.
- The continuum includes services for eligible individuals ages 3-21.

Question 3: How will caseloads of special education teachers be determined and regularly monitored?

Program structure
Placement of the student with special education will be determined by the IEP team as to, but not limited to, the following criteria:

1. Needs of the student-academic, behavior, social, behavior plans, extended year services, alternate assessment
2. Time needed to work on the IEP goals and objectives, both with the student in planning and preparation.
3. Time needed for paperwork (charting, reporting out, documenting behaviors, etc.)
4. Time for collaboration with other teachers and agencies.
5. Least restrictive environment.
6. Caseloads of the teachers.
7. Range of need will be considered when grouping.
8. Grade level of the students.
9. Schedules
10. Room structure, size, and environment
11. Experience and expertise of the teacher
12. Number of paraeducators and the expertise and training needed.
13. The potential of new students (especially at the lower elementary level).
14. Family requests, sibling experiences with teacher.

Caseload Review
The caseloads of the special education teachers will be reviewed based on the number of students served and the level of services provided to students, or by teacher request.

Caseload
A full-time teacher's "full" caseload will be considered 60 total points. In the case of a dually-certified early-childhood special education teacher, the total from the "Caseload Monitoring Form" will be taken into consideration relative to the percent of time utilized instructing students with special education needs.(e.g. If a teacher instructs 25% of time for students with special education needs, their 'full' caseload would be considered 25% of a full time teacher's caseload.) If a teacher's caseload exceeds this number at any time during the school year, the teacher and the building principal will meet to discuss whether the teacher is able to provide the services and supports specified in the 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 the IEPs, a plan of action will be developed. If the teacher is not satisfied that the plan of action will meet the requirements of the IEPs, the teacher may initiate the process for resolving caseload concerns that is described in this plan.

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

CAL Schools Caseload Monitoring Form

Item Number	Score Descriptor	Weight or Points	Points Assigned
1. Number of students	How many IEP students are on your roster (you are responsible for writing the IEP, IEP meeting, progress monitoring, and reporting to parents)?	x 1	
	How many IEP students do you instruct and progress monitor the goal but who are not on your roster?	x .25	
2. Amount of instruction	Up to 2 hours per day of specially designed instruction (SDI) per student	x 1	
	Between two and four hours per day of SDI per student	x 2	
	More than 4 hours per day of SDI per student	x 3	
3. Work Exp.	For how many roster students will you be planning and supervising work experience?	x 1	
4. Physical needs	How many students on your roster are dependent on an adult for their physical needs (e.g. feeding, toileting, mobility)?	x 1	
5. BIPs	How many roster students are on a behavior intervention plan (BIP)?	x 2	
6. Paras	How many para-educators do you collaborate with?	x 1	
7. Off-site	How many students do you serve off-site (e.g. hospitalized, home-bound, in other school programs)?	x 1	
8. Alternate Assess.	How many students are on alternate assessment?	x 3	
9. Number of IEP goals progress monitored by teacher	One to two goals progress monitored by the teacher	x 1	
	Three goals progress monitored by the teacher	x 2	
	Four or more goals progress monitored by the teacher	x 3	
10. ECO / transition	Number of IEPs with Early Childhood Outcomes/transition for students starting at age 14/senior post-secondary reports	x .5	
	Total Points	=	

Caseload Review Procedures

1. The review committee will be composed of the district or building administrator, and special education teachers, and AEA team representative and/or AEA Regional Administrator.

2. Regularly scheduled meetings will be held 2 times a year (each semester). A calendar of dates will be given at the beginning of the year.

3. The committee will meet at the request of any committee member throughout the school year or summer. The request needs to be in writing to the Superintendent and copies distributed to the other committee members. This meeting will take place within ten (10) school days of the request.

4. The district or building administrator will collaboratively set up caseload review meetings with the AEA Regional Administrator.

5. They will consider the following issues:
    - A review of the current number of students and their needs
    - Size of the room
    - Needs of students being referred
    - Supports available (paraeducator, etc)
    - Scheduling/time/time for collaboration
    - Determination of current program needs
    - Discussion of projected future program needs

6. Record of all meetings will be kept by the district or building administrator on the following form via Google Drive.

7. Caseload review meetings will consider the following:
    a. A review of the current number and needs of students, needs of students being referred, supports available, and schedules/time
    b. Can all services identified in the IEP be provided as specified?
    c. What circumstances (number of students, schedules, or student needs) prevent each students from receiving educational benefit?
    d. Would the addition of caseload responsibilities create the need for additional support or assistance?
    e. What action is required that will ensure all students' IEPs are able to be fully implemented?

8. Possible solutions that the caseload review committee may consider, but are not limited to, are:
    - Additional program options
    - Additional programs
    - Scheduling changes
    - Additional paraeducator help
    - Additional teaching staff
    -

In considering the issues in #5 above and possible solutions listed in #8, the district will assure that all IEPs are implemented with integrity.

9. The committee recommendations which include relevant information generated about the teachers' caseload concerns will be forwarded to the district Superintendent within five (5) school days. The Superintendent will act upon this within ten (10) school days and report back to the committee.

10. If a teacher and/or the committee want to further review the caseload situation, a meeting with the district Superintendent will be set up involving the review committee, which is composed of the building principal, the special education teacher, the AEA team representative, and the AEA Regional Administrator. A general classroom teacher may be added at the discretion of the building review committee. The CAL Community School Board will be consulted as needed.

11. If the person requesting the caseload review does not agree with the determination, the decision may be referred to the AEA Director of Special Education or designee.

12. Each special education teacher may be allowed one half day a month (with a substitute hired if requested) time to:
    a. Write and update IEPs
    b. Observe in regular and special education classrooms
    c. Network with other special education staff in the district and other districts
    d. Do observations of students in classrooms-within the building and for transition students
    e. Notice to administrator in writing at least one week in advance
    f. This time is in addition to teacher preparation time commensurate with the Master Contract.

CAL Schools Caseload Review Meeting Agenda

Date:

Present:

If regularly scheduled meeting, indicate semester (highlight one): Fall Spring

If a requested meeting, Committee Member Requested (name):

Meeting Request Date (if applicable): (meeting must be held within 10 days of request)

Purpose: To review:

- A review of the current number of students and their needs
- Needs of students being referred
- Supports available (associates, etc)
- Scheduling/time/time for collaboration
- Determination of current program needs
- Discussion of projected future program needs
- Size of the room

Agenda:

1. A review of the current number and needs of students, needs of students being referred, supports available, and schedules/time.

2. Can all services identified in the IEP be provided as specified?

3. What circumstances (number of students, schedules, or student needs) prevent each student from receiving educational benefit?

4. Would the addition of caseload responsibilities create the need for additional support or assistance?

5. What action is required that will ensure all students' IEPs are able to be fully implemented? (Possible solutions that the caseload review committee may consider, but are not limited to, are: additional program options, additional programs, scheduling changes, additional paraeducator help, additional teaching staff)

The committee written recommendations sent to the Superintendent within 5 school days.
The Superintendent has 10 school days to get back to ALL team members in writing the decision.

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

Caseload Review Meetings, at the request of any committee member or at regularly scheduled meeting:

1. The Caseload Review committee will meet at the request of any committee member throughout the school year or summer. The request needs to be in writing to the Superintendent and copies distributed to the other committee members. This meeting will take place within ten (10) school days of the request.

2. The caseload review steps (steps 1-11) outlined in question #3 will be followed.

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?

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 evaluations 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 Data
Individual student progress on his/her IEP will be reviewed and discussed on a regular and ongoing basis by the special education and general education teacher(s), AEA team rep, and school administrator, as appropriate, and noted and logged on the IEP. The purpose of this review is to determine if adequate progress is being made, if any adjustment in instruction is needed, or if other targeted or intensive interventions through Multi-tiered System of Supports (MTSS) or special education are indicated. (Note: Changes in goals, proficiency criteria, or LRE must occur through an IEP team meeting.) The district special education teachers, administrators, and AEA team reps will review IEPs using the Student File Review form from DE. Each teacher will review one IEP per semester and results will be recorded. Any non-compliance items will be corrected with an amendment.

School Data: Aggregated by School and District
Each school in the district will review student progress monitoring, formative, or summative evaluations three times per year. The IEP subgroup performance in both reading and math will be reviewed and discussed by grade level teams and/or PLC 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. 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 three times a year 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 to revise and readopt the DDSDP.

District Data: Disaggregated by School Levels
At the district level, IEP subgroup 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 school level (elementary, middle, high). 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 Iowa Department of Education and AEA.

In addition:

- Every year the district will participate in differentiated accountability with the Iowa Department of Education for school improvement. Feedback and recommendations from that process will be given to the DDSDP committee for consideration of possible revisions to the process.

- The district and buildings will participate in Specially Designed Instruction training and use the resources as they become available through the DE to determine the effectiveness of services for eligible individuals.

District Developed Special Education Service Delivery Plan
CAL Community School District
Public Comment Draft

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: Superintendent Todd Lettow via:

Amanda Heiden, School Board Secretary or Karen Waage, District Secretary

Mail: 1441 Gull Avenue
Latimer, IA 50441

Phone: (641) 579-6087

Email: heidena@cal.k12.ia.us or waagek@cal.k12.ia.us

Comments must be received by (date): Monday, June 12, 2017

Plan Components:

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

How will services be organized and provided to eligible individuals?

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

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

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?

District Developed 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 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 that 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.

District and AEA Special Education Director Checklist for Requirements

District Complete	Requirements	AEA Special Education Director Approved
	Development of the committee with appropriate representation	
	AEA represented by Director appointee	
	Description of special education instructional services include full continuum	
	Caseload descriptions includes ● A definition of teacher caseload (e.g., number of students, number of points, etc) ● Who will monitor caseloads ● How often caseloads will be monitored	
	Description of procedures for resolving caseload concerns	
	Description of how the district will address: ● SPP/APR targets ● LEA determinations assigned by the state ● Plan evaluation and effectiveness	
	Description of how the district will address: ● Individual student progress monitoring and analysis of achievement data ● IEP subgroup achievement data ● SPP/APR targets ● LEA determinations ● Plan evaluation and effectiveness	

_____ _____

AEA Special Education Director Signature **Date**

	Final approval by district school board including input from public comments	
	Plan inserted into C-Plan and certified by September 15 of the year following the site visit	
	AEA certifies the plan in C-Plan	
	Assurances certified by the district annually by September 15	
	Assurances certified by the AEA only for the year the district has revised and readopted their plan	