

District Developed Special Education Service Delivery Plan Camanche 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:

Justin Shaffer, Superintendent

Camanche Community School District

702 13th Avenue

Camanche, Iowa 52730

Comments must be received by (date):

Plan (Each answer must be limited 6000 characters, including spaces)

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 one representative of the AEA. The Camanche Board of Education approved the plan development process and members of the committee on:

List of Committee members:

- Justin Shaffer-Superintendent
- Aimee Dohse- Elementary School Principal
- Melissa Phillips-Middle School Principal
- Josh Davis- High School Principal
- ?-High School Special Education Teacher
- ?-Middle School Special Education Teacher
- ?- Elementary School Special Education Teacher
- ?-ECSE Special Education Teacher
- Lorry Wilson- AEA Representative
- ?-School Parent
- ?- School Parent

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

Consulting Teacher Services: Consulting Teacher services are defined as indirect services provided by a certified special education teacher to a general education teacher in adjusting the learning environment and/or modifying his/her instructional methods using specially designed instruction strategies to meet the individual needs of a student with a disability receiving instruction in the general education classroom.

Co-Teaching Services: Co-teaching services are defined as the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and nondisabled students. These services are provided by the special education teacher and general education teacher in partnership to meet the content and skills needs of students in the general education classroom. These services take shape in a variety of manners. For example, teachers co-plan, divide the class, and provide the instruction to smaller groups, or teachers co-plan and then co-instruct different components of the content. The effectiveness of services provided through co-teaching have a strong research base.

Collaborative Services: Collaborative services are defined as direct specially designed instruction provided to an individual student with a disability or to a group of students with disabilities by a certified special education teacher in a general education classroom to aid the student(s) in accessing the general education curriculum. These services are provided simultaneously with the general education content area instruction.

Pull-Out Services: Pull-Out services are defined as direct specially designed instruction provided to an individual student with a disability or a group of students with disabilities by a certified special education teacher to provide supplementary instruction that cannot otherwise be provided during the student's regular instruction time. These services are provided in an individual or small group setting for a portion of the day. Pull-out services supplement the instruction provided in the general education classroom through Consulting Teacher services or Collaborative/Co-teaching services. The specially designed instruction provided in Pull-out settings does **not** supplant the instruction provided in the general education classroom.

Special Class: Special Class services are defined as direct specially designed instruction provided to an individual student with a disability or a group of students with disabilities by a certified special education teacher to provide instruction which is tied to the general education curriculum, but has been modified to meet the unique needs of the student(s) in a self contained setting (including, but not limited to special classes, special schools, home instruction, and instruction in hospitals and institutions). This means the student is receiving his or her primary instruction separate from non-disabled peers.

ECSE: Regular Early Childhood Program with Teacher holding Dual Endorsements (i.e., Endorsement 100: Teacher—Prekindergarten through grade three, including special education). The child is served in the regular early childhood classroom with a teacher who holds a valid practitioner's license issued by the Board of Educational Examiners that includes prekindergarten and early childhood special education. The teacher is responsible for direct instruction, preparation of materials, adaptations 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.

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

3. 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 three times during the school year by individual district special education teachers with their building principal: 1st= Fall special ed count, 2nd=end of semester one, 3rd=end of semester two.

In determining special education teacher caseloads, the Camanche 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 with not more than twenty-five total points.

One point: The student receives specially designed instruction/supports for less than 5 hours per week.

Two points: The student receives specially designed instruction/supports for between 5 and 12.5 hours per week.

Three points: The student receives specially designed instruction/supports for between 12.5 and 24 hours per week.

Four points: The student receives specially designed instruction/supports for more than 24 hours per week.

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

The Camanche School District will follow the maximum class size and teacher-child ratios for early childhood regular/special education programs as defined by the Iowa Quality Preschool Program Standards (QPPS).

4. 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. In addition to scheduled review, caseloads will also be reviewed under the following circumstances:

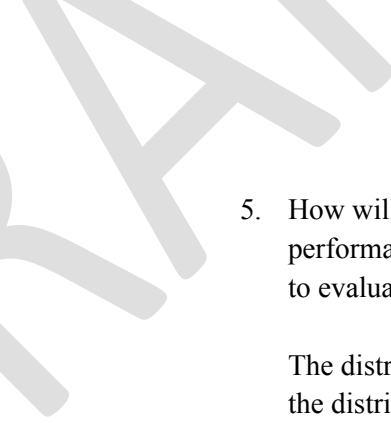
- When a specified caseload is exceeded. If the caseload limit is or will be exceeded by 10% for a period of 6 weeks, then a review may be requested in writing.
- When a teacher has a concern about his or her ability to effectively perform the essential functions of his or her job due to caseload.
- In formal problem solving strategies in relation to caseload concerns have been exhausted.
- Caseloads will be informally reviewed during monthly special education team meetings.

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 Special Education Director, AEA staff, and second special education teacher from a different building.
- 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 instruction groupings
 - Collaborative/co-teaching assignments
 - Number of buildings

Procedural Steps

1. A written request for caseload review is submitted to the principal/supervisor.
2. The request is reviewed for clarification with the principal/supervisor. The principal/supervisor tries to resolve the concern at this point.
3. If the caseload concerns cannot be satisfactorily resolved, the request is then sent to the caseload committee.
4. Within 15 working days, the caseload committee will review the request and give a recommendation to the individuals' principal/supervisor.
5. Upon receipt of the committee's recommendation, the principal will review the information and discuss it with the individual.
6. Within 10 working days, the principal will meet with the individual and provide a written determination.
7. If the person requesting the review does not agree with the determination, he or she may appeal to the Coordinator of Special Education.
8. The Coordinator of Special Education /designee will meet with the personnel involved and will provide a written decision.

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5. How will the delivery system for eligible individuals meet the targets identified in the state's performance plan and the LEA determination as assigned by the state? What process will be used to evaluate the effectiveness of the delivery system for eligible individuals?

The district will examine their APR data to determine priorities and develop an action plan. If the district meets 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.