

# Le Mars Community Schools District Developed Service Delivery Plan



School Board Approved:  
June 24, 2013

## **Question 1: What process was 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.

On May 13, 2013, the LeMars Community School Board of Education approved the development of the special education service delivery plan by the following team members:

Mike Boyd - Regular Education Teacher – Le Mars Community High School

Cindy Baird – Northwest Area Education Agency

Amy Krogman – Parent of Elementary Student

Scott Parry – Elementary Principal – Kluckhohn Elementary

Mark Iverson – Assistant High School Principal – Le Mars Community High School

Ashley Sitzmann – Special Education Teacher – Kluckhohn Elementary

Pam Hirschman – Special Education Teacher – Le Mars Community High School

Steve Shanks- Middle School Principal – Le Mars Community Middle School

Mary Baue – Special Education Teacher – Le Mars Community Middle School

Steve Webner – Assistant Superintendent – Le Mars Community Schools

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

### **Continuum of Services**

**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.

**Specially Designed Instructional Services:** Specially designed instruction is 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. Specially designed instruction supplements the instruction provided in the general education classroom through Consulting Teacher services or Collaborative/Co-teaching services. The specially designed instruction provided 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.

**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 5-21.

**Continuum of Services for Early Childhood Special Education**

**Collaborative Services with an Early Childhood Special Education Teacher:** 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 early childhood special education teacher in a community-based preschool program to aid the student(s) in accessing the general education curriculum.

**Specially Designed Instructional Services in an Early Childhood Special Education Class:** Specially designed instruction is provided to an individual student with a disability or a group of students with disabilities by a certified early childhood 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. Specially designed instruction supplements the instruction provided in the community-based preschool program through a consulting teacher services. The specially designed instruction provided does **not** supplant the instruction provided in the community-based preschool program.

**Special Class/Early Childhood Special Education Program:** 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 early childhood 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.

**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 years old.

**Question 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 at least twice during the school year by individual district special education teachers with their building administrator.

A “full” teacher caseload will be considered to be 60 total points with the exception of the Early Childhood Special Education Program\*. If a teacher’s caseload exceeds this number, the teacher and the building administrator 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 Le Mars Community School District will use the following values to assign points to the caseloads of each teacher in the district.

**1 point:** Each IEP for which the teacher is responsible for IEP writing, IEP meetings, progress monitoring and reporting to parents.

**1 point:** Each student provided up to two hours per day of direct instruction by the teacher.

**1.25 points:** Each student provided between two and five hours per day of direct instruction by the teacher.

**1.5 points:** Each student provided more than five hours per day of direct instruction by the teacher.

**0.25 points:** Each student who will have a three-year reevaluation during the current year.

**1 point:** Each student for whom the teacher plans and supervises work experience.

**1 point:** Each [teacher at elementary; course at secondary level] with whom the special education teacher co-teaches/collaborates.

**1 point:** Each student who is dependent on an adult for physical needs.

**1 point:** Each student who has a behavior intervention plan (BIP).

**1 point:** Each paraprofessional with whom the special education teacher collaborates.

**1 point:** Each student served off-site (e.g., hospital, homebound, general education preschool, etc.).

**1 point:** Each student receiving an alternate assessment.

\*The Early Childhood Special Education Programs caseload will be determined by the Iowa Quality Preschool Program Standards criteria regarding maximum class size and teacher-child ratios.

## **Question 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 administrator. 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 of four teachers, an administrator and an AEA representative 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, I-Plans and associates
  - Review of caseload using alternate caseload determination matrix
  - Iowa Quality Preschool Program Standards

### **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 AEA Director of Special Education.
9. The AEA Director/designee will meet with personnel involved and will provide a written recommendation.

**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?**

The district will examine their State Performance Plan (SPP) and Annual Progress Report (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.