

**College Community School District
Special Education Delivery Plan
April 2009**

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.

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

Continuum of Services

- The continuum of services supports students being served in general education classrooms and setting with non-disabled peers to the maximum extent appropriate.
- The continuum provides for supplementary aids/services in conjunction with the eligible individual's educational plan and general education class placement using the three models approved by the Iowa Department of Education: Co-teaching, reverse consultation, and consultative/collaborative.
- The continuum supports students being served to the extent appropriate in the school they would normally attend if not disabled.

Consulting Teacher Services: Consulting teacher services are defined as indirect services provided by a certified special education teacher and/or Grant Wood Area Education Agency (GWAEA) support staff to a general education teacher in accommodating/modifying the learning environment and/or instructional methods and/or assessments using specially designed instructional strategies to meet the individual needs of a student with a disability receiving instruction in the general education classroom. Examples include:

- General classroom instruction for the entire day, with individualization of instruction by the classroom teacher for part of the day, through outside the classroom consultation with the certified special education teacher and/or GWAEA support staff.

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 non-disabled students. These services, accommodations, and/or modifications outlined in the student's IEP are provided by the special education teacher and/or GWAEA support staff and/or the general education teacher in partnership to meet the content and skill needs of the student 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, then co-instruct different components of the content. The effectiveness of services provided through co-teaching have a strong research base. Examples include:

- General classroom instruction for the entire school day, with individualized instruction or services by a special education teacher and/or GWAEA support staff and/or adult support for part of the day.
- Use of various co-teaching models in the general education setting.

Collaborative Services: Collaborative 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 and/or GWAEA support staff in a general education classroom setting to aid the student(s) in accessing the general education curriculum. These services are provided simultaneously with the general education content area instruction. Examples include:

- Use of various co-teaching models in the general education setting.
- General classroom instruction for most of the school day with special education instruction in basic skill areas and/or support and related service provided in a special education room for part of the school day.

Pull-Out Services: Pull-out services, sometimes referred to as reverse consultation, 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 and/or GWAEA support staff, 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, collaborative/co-teaching or reverse consultation services. The specially designed instruction provided in pull-out settings does not supplant the instruction provided in the general education classroom. Examples include:

- General education instruction for most of the day, with individualized instruction or services provided in another setting for part of the day.
- Special education instruction for most of the school day with instruction in the general classroom for part of the school day.

Limited Integrated Program: Limited integrated program 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 and/or GWAEA support staff 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. This means the student is receiving his/her primary instruction separate from non-disabled peers. Examples include:

- Self-contained classroom instruction for most of the school day with instruction in the general education classroom for part of the school day.
- Full-time instruction in self-contained classroom with opportunities for participation with students without disabilities in non-academic and extracurricular activities.
- Full-time instruction in a self-contained classroom.
- Full-time instruction in a self-contained, but separate school setting.
- Instruction provided in a hospital or residential facility setting on an individual or group basis.
- Instruction provided on an individual basis in a home (homebound) or special secure setting.
- Instruction provided to students who have been incarcerated.
- Other setting.

Special Notes and Considerations

- 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.

Integrated Preschool/ECSE

The College Community School District has instructional services and placements for preschool children in a regular early childhood program. Children are served in the regular early childhood classroom by a teacher who holds a valid practitioner's license that includes pre-kindergarten and early childhood special education. The teacher is responsible for direct instruction, preparation of materials, adaptations and accommodations in implementing the IEP.

The College Community School District's regular early childhood program will implement the criteria of the Iowa Quality Preschool Program Standards.

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

Caseload Determination

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, or as needed, by the Director of Student Services.

In determining teacher caseloads, the College 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. For all programs, the recommended caseload is 18 points. This caseload limit may be exceeded by not more than 10% for a period of six weeks, if doing so does not prevent the affected teacher's ability to provide the services and supports specified in his/her students' IEPs. The use of additional adult support staff may be used in extenuating circumstances to exceed the maximum caseload of 18 on a specific teacher's roster after collaborating with the affected teacher, building principal and Director of Student Services. The Director of Student Services will have oversight of this process.

Caseload determination will be based on the weightings determined using the GWAEA matrix, as is as follows:

GWAEA Matrix Points	Caseload Weighting
0 - 5	1
6 - 9	2
10 - 12	3

Integrated Preschool/ECSE

College Community School District's regular early childhood program will implement the criteria of the Iowa Quality Preschool Program Standards. For caseload management, the ratio of typical peers should be maintained at a 1:1 (1 typical peer:1 eligible individual) ratio whenever possible, but not exceeding 8 special education students in one classroom. The 1:1 ratio fluctuates occasionally, but efforts are made by the Early Childhood Center Manager and the Director of Student Services to maintain this ratio as much as possible throughout the school year. The eight (8) special education student caseload limit may be exceeded by not more than 10% for a period of six weeks, if doing so does not prevent the affected teacher's ability to provide the services and supports specified in his/her students' IEPs. The use of additional adult support staff may be used in extenuating circumstances to exceed the maximum caseload of 18 on a specific teacher's roster after collaborating with the affected teacher, building principal and Director of Student Services. The Director of Student Services will have oversight of this process.

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

Individual special education teacher caseloads will be reviewed at least twice per year, or as needed, by the Director of Student Services. Caseload numbers are a consideration when placing students on a teacher's roster. Caseload information will be shared with the building and district administration at least once every semester. When reviewing caseloads, there may be a redistribution of adult support services to accommodate a heavier caseload, when appropriate. Individual student needs of eligible individuals will be taken into consideration with the leveling of adult support services.

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 or more, then a review may be requested in writing.
- When a teacher has a concern about his/her ability to effectively perform the essential functions of his/her job due to caseload.

Requesting a Caseload Review

When a special education teacher has concerns about his/her caseload, he/she makes the Director of Student Services aware of the situation and engage in a solution-focused discussion. The Grant Wood Area Education Agency staff may assist as needed.

If the issue cannot be resolved, the teacher should submit the concern in writing by completing the "Caseload Review Form" and turn it into the Director of Student Services. The following process shall be used:

1. All requests must be in writing using the "Caseload Review Form"
2. Requests should be given to the Director of Student Services
3. A committee will be appointed annually to serve as a review team in collaboration with the Director of Student Services. Members of this committee will include appropriate

representatives from the special education staff (including at least one special education teacher from the grade level of the teacher requesting a caseload review), administration and general education.

4. The person requesting the review is responsible for gathering relevant information to support their request. This information might include, but is not limited to:
 - a. Number of IEPs
 - b. Schedule and instructional groupings
 - c. Collaborative/co-teaching assignments

The following considerations may be considered when determining a reasonable caseload:

- Number of eligible individuals on caseload. In the case of ECSE, the caseload is to include SE and typical peers.
- Caseload weightings of students
- Number of prep periods
- Number of IEPs
- IEP level of service
- Grade/Age span
- Time involved and the number of collaborations needed between general education, special education, and adult assistants.
- Amount of direct instructional contact with students
- Supervision and planning related to adult assistants
- Staff to student ratio
- Number of periods co-taught and number of content areas co-taught
- Additional training required to implement services on IEPs

Procedural Steps

1. The teacher with a caseload concern should notify the Director of Student Services that there is a concern about his/her caseload.
2. The teacher, building Principal and the Director of Student Services should engage in an informal solution-focused conversation in relation to the caseload concerns.
3. If a solution isn't found, a written request for caseload review (using the Caseload Review Form) is submitted to the Director of Student Services.
4. The request is reviewed for clarification with the Director of Student Services.
5. The request is then sent to the caseload committee.
6. Within 15 working days, the caseload committee will review the request and give a recommendation to the Director of Student Services.
7. Within 10 working days, the Director of Student Services will meet with the individual and provide a written determination.
8. If the person requesting the review does not agree with the determination, he/she may appeal to GWAEA's Director of Special Education.
9. The GWAEA Director of Special Education/designee will meet with personnel involved and will provide a written decision.

**College Community School District
Caseload Review Form**

Teacher Name _____ Date _____

Building _____ Level of Program: I II III

A case weighting procedure is used to determine teacher caseloads following CCSD's Special Education Service Delivery Plan. When a teacher's caseload exceeds the recommended maximum of 18 points at or above 10% for more than 6 weeks, or when a teacher has a concern about his/her ability to effectively perform the essential functions of his/her job due to caseload, a caseload review needs to occur. Utilization of the informal solution-focused process shall be used prior to requesting a formal caseload review.

GWAEA Matrix Points	Caseload Weighting
0 - 5	1
6 - 9	2
10 - 12	3

Using the guidelines above, please indicate the caseload point value currently on your roster.

Please describe your concern, including special circumstances to consider (use back of form if needed).

Teacher's Signature _____ Date _____

Please sign and submit to the Director of Student Services for review.

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?

College Community School District will examine their School Performance Plan/Annual Performance Report data to determine priorities and develop an action plan. If the district meets School Performance Plan/Annual Performance Report 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 Grant Wood Area Education Agency.