

Solon Community School District

Special Education Service Delivery Plan

Each student will be highly engaged in mastering rigorous, relevant and meaningful content experienced through exceptional teaching and collaborative learning experiences.

Revised SUMMER 2015

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Development

The Iowa Administrative Rules of Special Education require each school district to develop a plan for the delivery of special education services.

The Solon Community School District staff and community engaged in a process to establish this *Special Education Service Delivery Plan*. This process was part of an effort to develop comprehensive supports for all to serve as a foundation for decisions about eligibility, services and accommodations for students eligible for special education services.

The development process included meetings of staff and community to identify needs and establish a process for the decisions about eligibility and accommodations for students with a disability.

Special Education Service Delivery Plan Development Team

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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(2): “The delivery system shall be developed by a group of individuals that includes parents of eligible individuals, special education and general education teachers, administrators, and at least one (Grant Wood) AEA representative.”

How will services be organized and provided to eligible individuals?

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 IEPs. 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.

Teachers provide services to entitled individuals in each building in the district. Rosters are distributed according to level of need, grade level and/or type of service required. Teachers rotate direct service, consultation, collaboration and/or co-teaching support to meet the needs of the students as documented by the IEP team. Services are made to provide instructional support according to the continuum described below.

General education with consultation

The student is served in the general education setting without any accommodations or modifications to the curriculum, instruction, testing or grading. The special education teacher/service provider is responsible for consulting with general education teacher and monitoring student’s progress to the IEP.

General education with consultation/accommodations

The student is served in the general education classroom with consultation and/or support from the special education teacher. The general education teacher is responsible for direct instruction, testing, grading and behavioral support as specified in the IEP. The special education teacher/service provider is responsible for monitoring the student’s progress according to the IEP. The special education teacher support may include assisting the general education teacher with the design and preparation of materials, adaptations and accommodations.

General education with direct special education support in the general education setting

The student receives special education support for the general education curriculum in the general education setting. The special education teacher, support service provider will be in the general education classroom to provide direct instruction, instructional support, or other assistance to the student or a group of students, through service delivery models such 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 setting

The student receives special education support for the general education curriculum outside the general education setting. When the services cannot be appropriately provided in the general education setting, the student may receive selected or all services he/she needs in a separate educational setting (including, but not limited to, pull-out classes, community-based learning, special schools, home instruction, and instruction in hospitals and institutions). 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/service provider is responsible for monitoring the student's progress on IEP goals.

Definitions - These definitions seek to clarify the services described above along the district's continuum.

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 setting.

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 and without disabilities. 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 setting. These services take shape in a variety of ways. For example, teachers may co-plan, divide the class, and provide the instruction to smaller groups. Or, teachers may co-plan and 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 a group of students with disabilities by a certified special education teacher in a general education setting to aid the student(s) in accessing the general education curriculum. An associate under the direction of the special education teacher may provide this service. These services are provided simultaneously with the general education content area instruction.

Direct Instruction Services

Direct instruction services are 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 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. These settings may include a special education classroom. Direct instruction services (or "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 these settings does not supplant the instruction provided in the general education classroom.

Early Childhood Special Education

The Solon Community School District has instructional services and placements for preschool children in a regular early childhood program.

A teacher who holds a valid practitioner's license that includes pre-kindergarten and early childhood special education serves children in the regular early childhood classroom. The teacher is responsible for direct instruction, preparation of materials, adaptations and accommodations in implementing the IEP.

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

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

Formal caseload reviews will occur at least twice annually. Caseloads will be tentatively set in the spring for the following year. These caseloads may be modified based on summer registration and actual fall enrollments. The projected caseloads will be reviewed early May and the adjusted caseload will be reviewed again early November. Reviews will be completed by individual special education teachers and shared with their building principal.

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

A teacher may be assigned a caseload with no more than 50 total points based on the attached caseload determination worksheet.

Additional Information

(Please describe circumstances that impact caseload that may not be reflected above.)

Early Childhood Special Education

The Solon Community School District's Regular Early Childhood Program will implement the criteria of the selected program standards regarding maximum class size and teacher-child ratios.

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

Informal Review

Solon's teachers and building principals will attempt to resolve caseload concerns at the level nearest to the situation or concern. Informal problem-solving strategies are encouraged with colleagues, building administration, or Grant Wood AEA building representatives. If matters are not resolved, the teacher may request a caseload review in writing.

Formal Review

In addition to the scheduled reviews, a formal review also occurs when:

- A teacher's caseload point value exceeds 10% of the district's caseload for 4 weeks or more. (Teachers may request to waive the formal review.)
- A teacher requests a caseload review in writing to the building principal.

Procedure

1. The teacher submits a written caseload review request to the building administrator.
2. The building administrator will review and gather relevant information about the teacher's concerns.
3. Within 10 working days of the receipt of the concern, the building principal will develop a written recommendation that is forwarded to the teacher requesting the caseload review.
4. If matters are not resolved, the special education teacher may request a district review in writing in which the superintendent, building administrator, and Grant Wood Regional Administrator will meet to resolve the concern. A resolution and written decision will be made within 5 days of the teacher's request for a district review.

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? 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?

The district will examine their SPP/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 Grant Wood AEA. Special education teachers will meet regularly with AEA consultants and if needed, the special education director for formative reviews.

Special Education Teacher Caseload Determination Worksheet

Teacher: _____ Building: _____
 School Year: _____ Number of IEP students on roster: _____

Caseload Determination Factors		Totals
<i>List the # of students in each category below:</i>		
Up to 1 hour of Specially Designed Instruction	_____ x 1	
Between 1-3 hours of Specially Designed Instruction	_____ x 1.25	
More than 3 hours of Specially Designed Instruction	_____ x 1.50	
Number of IEPs that require a 3 year reevaluation this year	_____ x .25	
Number of IEPs which include a FBA/BIP	_____ x 1	
Number of IEPs which student participates in Iowa Alternate Assessment	_____ x 1	
Number of IEPs requiring specific adult assistance due to physical, self-care, medical or challenging behavior needs (as noted by associate minutes in IEP)	_____ x 1	
<i>List number of IEPs in each category below:</i>		
Collaborative planning up to 1 hour/month with district staff	_____x1	
Collaborative planning between 1-2 hours/month with district staff	_____x1.25	
Collaborative planning more than 2 hours/month with district staff	_____x1.50	
Collaborative planning up to 1 hour/month with AEA staff	_____x1	
Collaborative planning more than 1 hour/month with AEA staff	_____x1.25	
Number of IEPs which student requires (AIM) and/or Assistive Technology services, software and devices requiring ongoing support from the special education teacher to access the general education curriculum for targeted areas of instruction	_____x1	
Number of IEPs requiring transition planning (ages 14+)		
Students in grades 6 th – 10 th	_____x.25	
Students in grades 11 th – 12 th	_____x.50	

TOTAL: _____