

**District Developed Special Education Service Delivery Plan
Harlan 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:

Bob Broomfield, School Superintendent

Comments must be received by (date): August 3, 2009

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 at least one representative of the AEA.” May 4, 2009, Board approved the creating the District Service Delivery Plan and approved the core committee members. May 13, 2009, Committee met to review the current system for delivery of instructional services for special education. The required components of a plan were compared to the current plan for Harlan Community Schools dated 2002. Members identified strengths and possible areas for review of the plan. May 18, 2009, Committee met to look at the case load determination and the resolution of case load. The committee agreed that another meeting was needed to answer some questions. May 26, 2009, Committee met to look at the final draft. Committee reviewed the draft of the revised plan and identified additional revisions and clarifications. The committee cleaned up some of the draft. It was decided that an email with the edited draft be sent to all members of the committee before taking it to public hearing. June 22, 2009, The comprehensive plan and the state plan were edited and sent to all committee members for final approval and final draft. July 2009, Notice for public comments on plan were included in published agenda for Board of Directors regular meetings. Comments were encouraged at either presenting at regular board meetings or in writing. There were no public comments regarding Harlan Schools System for Delivery of Instructional Services for Special Education for further consideration by the committee. A copy of the plan was presented to AEA Director of Special Education for comments regarding compliance. August 2009, Harlan Schools System for Delivery of Instructional Services for Special Education was presented at the District Study Team (SIAC) at their regular meeting. August 2009, Harlan Schools System for Delivery of Instructional Services for Special Education was approved for implementation by the Harlan Board of Directors at their regular meeting.

Committee Members:

- Michelle Thorne- Parent
- Elaine Baughman- Special Education Teacher
- Jami Andersen- Parent
- Lisa Hagemeyer- Director of Student Services
- Sue Lawson- Special Education Teacher

- Mary Jo Sondag- Special Education Teacher
- Mary Renkley- General Education Teacher
- JoAnn Blair- General Education Teacher
- Steve Brand- General Education Teacher
- Mary Carstens- AEA School Psychologist
- Gay Kennedy- Special Education Teacher
- Amy Andersen- Special Education Teacher
- Roxy Saufley- Special Education Teacher
- Toshia Kaspberbuaer- Special Education Teacher
- Rebecca Bryan- Special Education Teacher

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

Continuum of Services

Regular Early Childhood Program with Teacher holding Dual Endorsements (i.e. Ed 100).

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 early childhood education and early childhood special education. The teacher is responsible for direct instruction, preparation of materials, adaptations and accommodations as specified in the IEP and for implementing and monitoring the child's progress according to the IEP.

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. The service provider is responsible for consulting with the general education teacher and monitoring the student's progress according to the IEP.

Co-Teaching Services are defined as the provision of specially designed instruction and academic

instructions provided to a group of students with disabilities and nondisabled students and 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. This service has many models: teachers co-plan, divide the class, and/or 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 has a strong research base for monitoring the student's progress according to the IEP.

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 or teacher associate/paraeducator 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 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 or teacher associate/paraeducator 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, **not supplant**, the instruction provided in the general education classroom through Consulting Teacher services or Collaborative/Co-teaching services.

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 or paraeducator 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 (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 district will always strive to serve students in the least restrictive environment. Student progress of special education students will be reported at least 3-4 times per year at the end of each quarter.

The continuum includes high quality services for eligible individuals' ages 3-21.

The following activities are provided to assist students in the major transitions occurring from preschool through adult/career planning.

AEA In-home Services (Birth to 3) to District Preschool

1. Child makes visits to Preschool on a couple occasions to become familiar with surroundings.
2. Early Childhood Screening Clinic is held each year for children and their families.

Preschool to Kindergarten

1. Child visits Kindergarten classroom to become familiar with surroundings.
2. Kindergarten Adventure Days are held each spring for the preschoolers. The parent(s) register their child and children go through a series of screenings, assisted by Loess Hills AEA 13.

4th grade to 5th grade that is departmentalized:

1. 5th grade teachers go to the 4th grade classroom to review their expectations of what students will have in the 5th grade.

5th to 6th grade:

1. The administration explains the classes, handbook, and schedule for the middle school.

2. An orientation evening with the parents is held in the spring, to let the parents meet with the middle school teachers.

8th grade to senior high school:

1. In the spring of 8th grade individual conferences are held with the guidance counselor and/or principal to schedule 9th grade classes.
2. The students will visit the high school in the spring and walk through a schedule.
3. An orientation evening with the parents and students held before school to let parents and students become familiar school policies and with the lay-out of the school building.

High school to the adult service provider when warranted:

1. The students will be given an awareness of the dignity of all work.
2. The students will be able to understand how occupations and careers relate to needs and functions of society.
3. All special education students will have a transition plan and some are transitioned through an adult service provider, such as vocational rehabilitation, from age 14 through graduation.

Home school to public school can be facilitated by the following:

1. The student will register for classes, review the student handbook with administrator or teacher, be given a tour of the building.
2. The special education student will be facilitated through the special education classroom to review the handbook, and given the building tour.

High school to adult/career planning.

1. Student will be encouraged to have an appreciation for a positive attitude toward work.
2. School develops a coordinated set of activities for the student that promotes movement from the school to some post-school setting.
 - a. This set of activities will be based on individual needs and will include community experiences and the development of employment and other post-school adult living objectives. Daily living skills and functional vocational evaluation can be added if appropriate.
 - b. Aid the student in planning possible student outcomes.
 - c. Make students aware of skills necessary for their careers

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

Caseload Determination

Preschool (Ages 3-5):

The district-sponsored preschool program adheres to the Quality Preschool Program Standards (QPPS) teacher child ratios. Table 4 in the 2005 QPPS standards document outlines the appropriate group sizes and teacher/para-professional to child ratios. Additional staff are added beyond these ratios to meet student needs as outlined in IEPs.

K-12

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 principal and/or special education coordinator. In determining teacher caseloads, HCS D would like to revisit this process with the 2009-2010 caseloads and do calculations based on our district's loads and determine the number that is relevant for our district. We will revisit this no later than a year from the adoption date.

Curriculum

Zero Points: Student is functioning in the general education curriculum at a level similar to peers.

One Point: Student requires limited modifications to the general curriculum.

Two Points: Student requires significant modifications to the general curriculum.

Three Points: Significant adaptation to grade level curriculum requires specialized instructional strategies. Alternate assessment is used to measure progress.

IEP Goals

Zero Points: Student has IEP goals instructed and/or monitored by another teacher or service provider.

One Point: Student has 1-2 IEP goals and is instructed and/or monitored by the special education teacher.

Two Points: Student has 3 IEP goals.

Three Points: Student has 4 or more IEP goals.

Specially Designed Instruction

Zero Points: Student requires no specially designed instruction.

One Point: 25% or less of instruction in specially designed and/or delivered by special education personnel.

Two Points: 26-75% or less of instruction is specially designed and/or delivered by special education personnel.

Three Points: 76-100% of instruction is specially designed and/or delivered by special education personnel.

Joint Planning and Consultation

Zero Points: Joint planning typical for that provided for all students.

One Point: Special education teachers conduct joint planning with 1 general education teacher or paraprofessional over the course of each month.

Two Points: Special education teacher conducts joint planning with 2 to 3 general education teachers or paraprofessionals over the course of each month.

Three Points: Special education teachers conduct joint planning with more than 3 general education teachers or paraprofessionals over the course of each month.

Paraprofessional Support

Zero Points: Individual support needed to similar to peers.

One Point: Additional individual support from an adult is needed for 25% or less of the school day.

Two Points: Additional individual support from an adult is needed for 26% to 75% of the school day.

Three Points: Additional individual support from an adult is needed from 76% to 100% of the school day.

Assistive Technology

Zero Points: Assistive technology use is similar to peers.

One Point: Assistive technology requires limited teacher-provided individualization and/or training for the student.

Two Points: Assistive technology requires extensive teacher-provided individualization and/or training for the student.

Three Points: Assistive technology requires extensive teacher-provided individualization and/or training for the student. Significant maintenance and/or upgrades for continued effective use are anticipated.

Functional Behavior Assessment (FBA) Behavior Intervention Plan (BIP)

Zero Points: Student requires no FBA or BIP.

One Point: Teacher requires limited time assessment, planning, data collection and communication with others (not more than 2 hours per month.)

Two Points: Teacher requires 2-4 hours monthly for assessing, planning, data collection and communication with others.

Three Points: Teacher requires more than 4 hours for assessing, planning, data collection and communication with others.

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

Resolving Caseload Concerns

Caseloads will be reviewed at least twice per year by individual LEA special education teachers with their building principal and/or special education coordinator. 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/Director of Student Services.
- Upon review, if there appears to be an overload, the teacher may request and the principal will arrange a Caseload Assistance Team (CAT) meeting. The CAT will be comprised of four teachers (2 special education teachers), a building administrator, Director of Student Services, and an AEA representative. The CAT will make recommendations as to whether there is a need for adjustments to a teacher's schedule or roster.
- The person requesting the review is responsible for gathering relevant information to support his/her request. This information might include, but is not limited:
 - IEPs
 - Schedule and instructional groupings
 - Collaborative/ co-teaching assignments
 - Number of buildings

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 5 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 5 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 decision.

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 process of evaluating effectiveness of the special education program is a collaborative effort by the LEA and the AEA. Special Education teachers will complete the results section of the goals page and the transition pages (if age appropriate) of the IEP each quarter. ITBS/ ITEDs scores will be used in many ways such as gap analysis, cohort charts, district scores, and individual results at the Iowa and National level to provide information to the district's effectiveness. Gates-MacGinitie Test scores will be used as another data gathering source for evaluating the district's effectiveness. Student's individual growth and the effectiveness of the individual's service program can be shown by standardized or normed tests given at appropriate intervals (such as WIAT II and Key Math). The District will also use the information provided on the Annual Yearly Progress Report, Annual Progress Report, and the State's Performance Plan. The District will also participate and use the data collected from the special education audit which occurs a year before the district's site visit. 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.