

Lewis Central Community School District

District Developed Service Delivery Plan

DRAFT 3-15-2021



INSPIRING EXCELLENCE

October, 2020

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:

Laurie Thies, Director of Special Populations (712-366-8311) or LThies@lewiscentral.org

Comments must be received by: April 26, 2021

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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(s)“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 Green Hills Area Education Agency (AEA):

The content requirement of the District Developed Plans will be met through a set of five questions and a series of assurances:

1. What process was used to develop the special education delivery system for eligible individuals?
2. How will services be organized and provided to eligible individuals?
3. How will caseloads of special education teachers be determined and regularly monitored?
4. What procedures will a special education teacher use to resolve caseload concerns?
5. How will the delivery system for eligible individuals meet the targets identified in the states performance plan and the LEA determination as assigned by the state? What process will be used to evaluate the effectiveness of the delivery for eligible individuals?

Committee Members:	Dates District Developed Service Delivery Plan (DDSDP) was reviewed and/or adopted by the Board of Education
Parents:	*Board Approved April 20, 2009
Stephanie Bach	*First Meeting – May 6, 2009 (4:30 – 6:30)
Karla Strohmeier	*Second Meeting – May 20, 2009 (4:30 – 6:30)
Heather Thompson	*Third Meeting – May 26, 2009 (4:00 – 5:00)
General Education Teachers:	August, 2010 – Review for Re-Adoption
LoriAnn Brougham – Kreft	September 13, 2010 – Re-Adopted by Board of Education
Susan Drustrup – Titan Hill	September 23, 2015 – Committee Review
Jennifer Johnson – Middle School	September 30, 2015 – Committee Review
Brittany Vinchattle – High School	October, 2015 – AEA Approval and Re-Adopted by Board of Education
Special Education Teachers:	October, 2020 – Committee Review
Angela Smith – Kreft	
Tracie Meyer – Titan Hill	
Misti Groat – Middle School	
Gina Pearson – High School	
AEA Representatives:	
Kari Olson	
Joe Woracek	
Administration:	
Erica Kenoyer - Kreft	
Mandie Reynolds - Middle School	
Laurie Thies - Educational Resource Center	

How will services be organized and provided to eligible individuals?

Instructional Service Delivery System K-12

1. Collaborative/Universal Classroom

- a. General Education Teacher provides CORE instruction with collaboration and/or consultation from certified special education professionals
- b. Special Education Teacher and AEA staff collaborate with the General Education Teacher about modifications/accommodations for students within the general education classroom

2. Push-In Instruction (Specially Designed Instruction- SDI options may include, but are not limited to the following)

- a. General education teacher and special education teacher co-plan and co-deliver CORE instruction within the general education classroom
- b. Various models can be utilized to ensure effective co-teaching practices
- c. All staff work collaboratively to adjust the learning environment and/or modify instructional methods using SDI strategies to meet the individual needs of students within the general education classroom

3. Pull-Out Instruction (3 levels)

- a. Supplemental instruction delivered by a special education teacher in addition to universal instruction of CORE curriculum in the general education classroom with support from AEA staff
- b. Modified CORE curriculum delivered by a certified special education teacher with support from AEA staff
- c. Alternative curriculum delivered by a certified special education teacher (Iowa Essential Elements) with support from AEA staff

4. Alternative Services

- a. Special designed instruction provided to students with disabilities that extend beyond the resources within the district. These services may include, but are not limited to, such things as: special classes, special schools, remote learning environments, home-bound instruction in hospitals and/or other alternative settings

Instructional Service Delivery System PS (3-5)

Pre –School (3-5): The district will provide access to a continuum of services for all eligible individuals based on their IEPs. Services may be provided within the district through Regular Early Childhood Programs staffed with a certified ECSE teacher. The ECSE teacher 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. Services may also be provided through Regular Early Childhood Programs staffed with a certified prekindergarten teacher. The district provides a certified ECSE teacher to monitor student IEPs in these situations. Services may also be provided through contractual agreements with other districts and/or agencies (i.e. early childhood programs in community). The district provides a certified ECSE teacher to monitor student IEPs in these situations. Early Childhood special education and regular early childhood programs providing instructional services to children on an IEP must meet one of the following standards:

1. National Association for the Education of Young Children (NAEYC) Accreditation; or
2. Head Start Program Performance Standards; or
3. Research based curriculum model

General Education Pre-School: The regular early childhood program is taught by a general education who holds a valid practitioner’s license and holds an endorsement that includes prekindergarten. Instructional services and placements for preschool children in general education involve less than 50 percent of children with disabilities.

ECSE: The early childhood special education program, as well as the consultation and support in the regular early childhood program, must be provided by an ECSE teacher who holds a valid practitioner’s license and holds an endorsement that includes ECSE. The ECSE teacher is responsible for monitoring the child’s progress on IEP goals. Instructional services for preschool children in early childhood special education involve no more than 50 percent children with disabilities.

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

K-12

Caseloads will be tentatively set in the spring for the following school year. Caseloads may be modified based on summer registration and actual fall enrollments and will be reviewed at the beginning of each school year. An individual teacher may request a review throughout the year and this procedure will be addressed in question #4.

A “full” teacher caseload will be considered to be a range of 100-150. If a teacher’s caseload exceeds this number, the teacher, principal and special education coordinator 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 described within this plan.

Pre-School

The full continuum of placements providing instructional services to eligible preschool children must implement one of the three Preschool Program Standards as defined by the Iowa Department of Education. Therefore, when addressing Question #3; a district’s regular early childhood program and early childhood special education programs must meet the criteria of the Preschool Program Standard being implemented regarding maximum class size and teacher-child ratios.

The district-sponsored preschool program adheres to the NAEYC standards. In cases of students being served in “LRE Placements,” it would be expected that the NAEYC teacher-child ratios would be followed.

Caseload Determinations

	Curriculum	IEP Goals	Specially Designed Instruction	Support for School Personnel	Paraeducator Support	Functional Behavior Assessment (FBA)/ Behavior Intervention Plan (BIP)
Zero Points	Student is functioning in the general education curriculum at a level similar to peers with some accommodations	Student has IEP goals instructed by another teacher or service provider		Collaboration is typical for that provided for all students	Individual support needed similar to peers	Student does not require an FBA or BIP
One Point	Student requires limited modifications to the general curriculum. Curriculum is modified only in core academic areas	Student has 1-2 IEP goals that are the primary responsibility of the special education teacher	Less than 33% of instruction is specially designed and/or delivered by special education personnel	IEP (page F) includes up to 30 minutes a week of collaboration time	Additional individual support from an adult is needed for up to 140 minutes or less of the school day	Student has an active FBA and BIP and is recommended for Level-1 services
Two Points	Student requires significant modifications to the general curriculum. Curriculum is modified in both core academic classes and exploratory/elective classes	Student has 3 IEP goals that are the primary responsibility of the special education teacher	Between 34-66% of instruction is specially designed and/or delivered by special education personnel	IEP (page F) includes between 31-60 minutes a week of collaboration time	Additional individual support from an adult is needed for 141 to 280 minutes of the school day	Student has an active FBA and BIP in place and is recommended for Level-2 services
Three Points	Significant adaptation to grade level curriculum requires specialized instructional strategies. Alternate assessment is used to measure progress	Student has 4 or more IEP goals that are the primary responsibility of the special education teacher	Between 67 - 100% of instruction is specially designed and/or delivered by special education personnel		Additional individual support from an adult is needed over 281 minutes of the school day	Student has an active FBA and BIP in place and is recommended for Level-3 services

Co-Teaching and/or Pull out classes: 0 points: No Co-teaching or Pull Out (planned and delivered by the special education teacher)	Medicaid: 2 points: Write one or more behavior summaries weekly
2 points: 1-2 class periods per day	
4 points: 3-4 class periods per day	Other areas that you would like the team to consider that are not represented on the form
6 points: 5 or more class periods per day	

Total Points _____

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

Resolving Caseload Concerns

Caseloads will be reviewed at the beginning of each school year by individual special education teachers with their building principal and special education coordinator. In addition to scheduled reviews, caseload will also be reviewed under the following circumstances:

- 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 the building principal
- The teacher requesting the review is responsible for gathering relevant information to support their request and complete the caseload matrix

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 building principal
3. The request is reviewed for clarification with the building principal. The building principal tries to resolve the concern at this point
4. If the caseload concerns cannot be satisfactorily resolved within 10 days, the request is then sent to the special education coordinator
4. Within 10 working days upon receipt of the request, the building principal and special education coordinator will review the relevant information and caseload matrix provided, as well as gather additional information and/or input as warranted. A determination will be made
6. Within 5 working days, the building principal and special education coordinator 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 AEA Director of Special Education
8. The AEA Director/designee will meet with personnel involved and will provide a written decision

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?

In order to monitor the effectiveness of special education services and supports, the district will collect and analyze information in the following ways:

- Individual student IEP goal progress monitoring
- Aggregation of progress monitoring and summative evaluations for groups of students at both school and district levels
- Examination of disaggregated subgroup achievement

The ways of evaluating the effectiveness of the delivery system are detailed below.

Individual

Individual student progress on IEP goals will be reviewed on a regular and on-going basis (typically done every 2 weeks) by the special education teachers. Upon review of the data, the special education teacher, in collaboration with others as needed, will adjust instructional services and supports when progress falls above or below the aimline (as outlined on the student's goal). The purpose of these reviews is to determine if adequate progress is being made.

School: Aggregated by School and District

Each school in the district will review student progress monitoring, formative, or summative evaluations approximately three times a year. The IEP subgroup performance in both reading and math will be reviewed and discussed by grade level teams which include both general and special education teachers. Subgroup achievement, growth, and the achievement gap will be included as items for discussion and planning. Schools with a subgroup achievement gap will develop a school-based plan to close the achievement gap by grade level in each school. These plans will be monitored at the school every semester and at the district level at the end of each school year.

District: Disaggregated by School Levels

At the district level, IEP subgroup data for each school, along with the plans as described above, will be reviewed on an annual basis by the building and district's leadership team. IEP student data will also be disaggregated and examined by school level (elementary, middle, high). In addition, the district will examine their data to determine priorities and develop an action plan as needed.