

Vinton-Shellsburg's District-Developed Service Delivery Plan



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Overview of the Steps to Completing the Service Plan

Step 1: Special Education Director forms a committee

Step 2: The committee reviews the plan

Step 3: The plan is available on the district website for public comment

Step 4: The AEA Special Education Director verifies plan compliance

Step 5: The Plan is included in the district Comprehensive School Improvement Plan

Step 6: The plan is reviewed every 5 years as a part of the district's Comprehensive School Improvement Cycle

Iowa Administrative Code

Iowa Administrative Code Rule 41.408 (2) "C"

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 AEA representative.

The Winton-Shellsburg School District's first Special Education Plan was adopted in 2010. In April 2019 the Winton-Shellsburg Community School District Service Delivery Plan committee reviewed the plan. The committee made any necessary modifications and determined they believe were relevant to the district's education of students entitled to special education services.

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Committee Members

Rebecca Kuper - Parent

Jane Stolen - Early Childhood Special Education Teacher

Aaron Zuspann - Special Education Teacher - Secondary

Brenda Harting - General Education Teacher

Christine McSweeney - Grant Wood AEA Building Representative

Janel Lesan - Grant Wood AEA Regional Administrator

Shelly Petersen - Administrator

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Continuum of Services for Students Ages 3-21

General Education with Consultation Services: The student is served in the general education classroom without any accommodations or modifications to the curriculum, instruction, testing or grading. The special education teacher and service provider is responsible for consulting with the general education teacher and monitoring the student's progress according to the IEP.

General Education with Consulting Teacher Service: 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 specially-designed instruction provided to a group of disabled and non-disabled students in the general education setting. The special education teacher and the general education teacher provide services in partnership to meet the content and skill 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.

Cooperative Services: Cooperative Services are defined as specially designed instruction provided in a general education classroom on a cooperative basis, education classroom to aid the student(s) in accessing the general education curriculum. These services are provided simultaneously with general education content area instruction.

Direct Supportive Services: Direct Supportive 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 supplemental 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. Direct Supportive Services supplement instruction provided in the general education classroom through Consulting Teacher Services or Collaborative/Co-teaching services. The specially designed instruction provided in the Direct Supportive Service does not supplant the instruction provided in the general education classroom.

Direct Modified Services: Direct Modified 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 collaboration with a general ed teacher certified in the area of instruction). The special education teacher will 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.

Early Childhood Special Education Classroom

The Vinton-Shellsburg School District has instructional services and placements for preschool children in an Early Childhood Special Education Program (ECSE).

A teacher who holds a valid practitioner's license and holds an endorsement that includes ECSE serves children in the Early Childhood Special Education Program. The teacher is responsible for direct instruction, preparation of materials, adaptations to materials, as well as accommodations and

modifications in implementing the IEP. The regular early childhood program will implement the criteria of the Iowa Quality Preschool Program Standards.

The Vinton District's Early Childhood Special Education Classroom will implement the criteria of the Iowa Quality Preschool Program Standards.

Integrated Preschool/Early Childhood Special Education (ECSE)

The Vinton-Shellsburg Community School District has instructional services and placements for preschool children in the regular early childhood program. Children are served in the regular education childhood classroom by a teacher who holds a valid teaching license that includes prekindergarten and early childhood special education endorsements. The teacher is responsible for direct instruction, preparation of materials, adaptations to materials, as well as accommodations and modifications in implementing the IEP. The regular early childhood program will implement the criteria of the Iowa Quality Preschool Program Standards.

Other Information:

Students may receive services at multiple points along the continuum.
The district will provide access to this continuum for all eligible individuals based on the IEP.
Services may be provided within the district, through contractual agreement with other districts and/or agencies.
The continuum includes services for eligible individuals ages 3-5.

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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. The Special Education Director will review caseloads at least three times during the school year.

A "full" teacher caseload will be considered to be no more than 50 total points. If a teacher's caseload exceeds this number, the teacher and the Director of Special Education 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 or the plan of action does not 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 Vinton-Shellsburg School District will use the following values to assign points to the caseloads of each teacher in the district.

1 Point: For each IEP for which the teacher is responsible for IEP writing, IEP meetings, progress monitoring and re-evaluations.

1 Point: For each student provided up to two (2) hours per day of direct instruction by the teacher. (No co-teaching)

2 Points: For each student provided up to five (5) hours per day of direct instruction by the teacher. (No co-teaching)

3 Points: For each student provided more than five (5) hours of direct instruction by the teacher. (No co-teaching)

1 Point: For each three-year re-evaluation during the school year

3 Points: For each student who requires the Alternative Assessment

1 Point: For each student for whom the teacher plans and supervises work experience.

1 Point: For each teacher with whom the special education teacher co-teaches.

1 Point: For each student who is dependent on an adult for physical needs.

1 Point: For each student on which the teacher has a behavior intervention plan (BIP) or a functional behavioral analysis (FBA) on.

1 Point: For each paraprofessional with whom the special education teacher collaborates daily.

1 Point: For each service provider with whom the special education teacher collaborates multiple times a semester. (Examples: speech, occupational therapist, physical therapist, etc.)

1 Point: For each student served off-site (Example: hospital, homebound, general education preschool, incarceration, etc.)

Early Childhood Special Education:

The Vinton-Shellsburg School District's Early Childhood Special Education Program (ECSE) will implement the criteria of the selected program standards regarding maximum class size and teacher-child ratios.

Process for Review and Resolving Caseload Concerns

The Director of Special Education will conduct a scheduled review of teacher caseloads as follows:

1. May of previous year
2. By 10th school day of the new school year
3. By November 15
4. By February 1

Upon review, if there appears to be an overload, the teacher may request and the Special Education Director will arrange a Caseload Assistance Team (CAT) meeting. The CAT will be comprised of two (2) special education teachers, building administrator, Special Education Director, and a FA representative. The CAT will make recommendations as to whether there is a need for adjustment to the teacher's schedule or roster.

At any other time, a teacher may request a caseload review by submitting, in writing, the request to the building principal and the Special Education Director. The Special Education Director must convene the CAT within five (5) working days. Resolution and a written decision must be available to the teacher within five (5) days after the CAT meeting.

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Evaluating the Effectiveness of the Service Delivery Plan

The district will examine data from various sources (EdInsight, ESSA/SAMI, Iowa School Performance Profiles, State Performance Plan, Iowa Statewide Assessment of Student Progress, FASTBridge, Annual Progress Report, etc) to determine priorities and develop action plans. If the district meets criteria for ESSA under Iowa's Differentiated Accountability Plan, the delivery system will be considered effective. If the district does not meet requirements it will work in collaboration with various support networks including Grant Wood AEA to action plan and make recommendations for improvement.

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 in the development of the plan for creating a system for delivering specially designed instructional services.

The district assures prior to 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.