

# District Developed Special Education Service Delivery Plan

## Harlan Community School District

Spring 2019

### Question 1: What process was used to develop the special education delivery system for eligible individuals?

District Mission: Harlan Community School will produce life-long learners and productive citizens.

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 Area Education Agency (AEA).

The primary task of the Special Education DDSDP Lead Team was to review current practices, analyze current student achievement data, consult the research/knowledge base and develop a district delivery plan to be implemented beginning the 2019-2020 school year.

Actions Leading to the development of the DDSDP:

- Special Education/General education staff conversations regarding latest trends and best practice in Special Education
- Administrative Team Meetings
- Sharing of information and collection of input from members of the district faculty and staff
- DDSDP committee has met on three separate occasions (April 18, April 24, May 1) in order to review current practices, analyze student achievement data, and consult additional HCSD staff as well as with the Special Education experts within the Green Hills Area Education Association.

### District Developed Service Delivery Plan internal committee:

Tanya Bruck	High School Special Education teacher
Toshia Kasperbauer	Middle School Special Education teacher
Katie Malone	Elementary Special Education teacher
Jaurel Grote	Elementary Special Education teacher
Kelsey Schechinger	Pre-school and Elementary Special Education teacher
Kylie Gross	Green Hills AEA elementary special education consultant
Steph McDonald	Green Hills AEA Speech Pathologist

Jenna Hucka	Green Hills AEA Literacy Consultant
Val Gingerich	Green Hills AEA Secondary Special Education Consultant
Rachel Eikenberry	Green Hills AEA Secondary Special Education Consultant
Ron Russell	Green Hills AEA Special Education Chief

District Developed Service Delivery Plan external committee:

Angie Kenkel	Parent
Jennifer Hansen	Parent
Ann Chipman	Parent
Joan Musich	MS Teacher
Julie DuVal	HS Teacher
Kate Applegate	Elementary Teacher
Bonnie Cairney	Pre-School Teacher
Tanya Bruck	High School Special Education teacher
Toshia Kasperbauer	Middle School Special Education teacher
Katie Malone	Elementary Special Education teacher
Jaurel Grote	Elementary Special Education teacher
Kelsey Schechinger	Pre-school and Elementary Special Education teacher
Kylie Gross	Green Hills AEA elementary special education consultant
Steph McDonald	Green Hills AEA Speech Pathologist
Jenna Hucka	Green Hills AEA Literacy Consultant
Val Gingerich	Green Hills AEA Secondary Special Education Consultant
Rachel Eikenberry	Green Hills AEA Secondary Special Education Consultant
Ron Russell	Green Hills AEA Special Education Chief
Justin Wagner	Special Education Director, HCSD

Question 2: How will services be organized and provided to eligible individuals?

**Beliefs and Needs**

*Special Education services will be organized and provided based on the following beliefs and needs:*

### Beliefs

- All students learn.
- Respect, responsibility, and acceptance of others can be taught in an environment that values individual differences.
- Parent/guardian involvement is central to student success.
- Collaboration between general education and special education teachers is important.
- Education is a cooperative effort to meet the individual needs of all students.
- Student success is enhanced through creative, diverse, and quality instructional support provided in a variety of settings and styles.
- All students have access to general education curriculum and same aged peers to the maximum extent possible.
- A student's motivation to succeed in school and society is central to his/her quality of life.
- General education teachers and their attention to student needs has a significant impact on student learning.

These beliefs are consistent with the district's mission statement:

*"Harlan Community School District will produce lifelong learners and productive citizens".*

### **Needs**

To provide special education services that are compatible with these beliefs, the following are needed:

- All student have access to and participate in the general education curriculum to the maximum extent possible.
- Opportunities for students to develop the knowledge, skills, attitudes, values and personal esteem necessary to grow in and shape a changing society.
- Opportunities for educators to expand their knowledge and training in areas that will promote special education student success.
- A network of support, collaboration, and communication among parents, guardians, and stakeholders/providers encompassing the home, school and community.
- Integration of special education students and general education students in all settings within the school environment to promote mutual understanding and tolerance of differences, and to enable social growth of the entire school community.
- Facilities shall be at least equivalent in quality to general education classrooms in the system, located in buildings housing regularly enrolled individuals of comparable ages,

and readily accessible to individuals with disabilities. (Special Education Administrative Rule 281-41.25).

- Consistent professional development specifically designed to meet the needs of teachers who instruct students with IEP's.
- Regular and embedded collaboration built in during the school day between regular education and special education staff to enable and develop best practices surroundings special education students in the classroom.
- Re-establish a Special Education District Wide Lead team which will meet on a quarterly basis to discuss trends and research focused on Special Education students and learning.
- Professional development for all staff on best practices in Special Education.
- Substitute teachers are needed when Special Education teachers are absent.
- Ensure each building level lead team has a Special Education representative.

The full continuum of special education services for eligible individuals, including preschool, will be provided in general education and special education classrooms. Services for special education students will be determined by the needs of the individual student and provided in the Least Restrictive Environment (LRE). The continuum of special education services will be adjusted as the needs of the students change.

### **Continuum of Services**

**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 who is receiving instruction in the general education classroom. Examples include but are not limited to Co-Teaching, Shelby County Catholic School students with IEP's, and students who have high behavior needs.

**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 are provided in partnership with the special education teacher and general education teacher to meet the content and skill needs of students in the general education classroom. The effectiveness of services provided through co-teaching has a strong research base.

### **Models of Co-Teaching utilized within the Harlan Community School District:**

1. **One Teach, One Observe.** One of the advantages in co-teaching is that more detailed observation of students engaged in the learning process can occur. With this approach, for example, co-teachers can decide in advance what types of specific observational information to gather during instruction and can agree on a system for gathering the data. Afterward, the teachers should analyze the information together.

2. **One Teach, One Assist.** In a second approach to co-teaching, one person would keep primary responsibility for teaching while the other professional circulated through the room providing unobtrusive assistance to students as needed.
3. **Parallel Teaching.** On occasion, student learning would be greatly facilitated if they had more supervision by the teacher or more opportunity to respond. In parallel teaching, the teachers are both covering the same information, but they divide the class into two groups and teach simultaneously.
4. **Station Teaching.** In this co-teaching approach, teachers divide content and students. Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group. If appropriate, a third station could give students an opportunity to work independently.
5. **Alternative Teaching.** In most class groups, occasions arise in which several students need specialized attention. In alternative teaching, one teacher takes responsibility for the large group while the other works with a smaller group.
6. **Team Teaching.** In team teach, both teachers are delivering the same instruction at the same time. Some teachers refer to this as having one brain in two bodies. Others call it tag team teaching. Most co-teachers consider this approach the most complex but satisfying way to co-teach, but the approach that is most dependent on teachers' styles.

**Specially Designed Instruction (SDI):** Specially Designed Instruction is defined as direct instruction provided to an individual student with a disability or a group of students with disabilities by a certified special education teacher 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. Services can be provided in a co-taught classroom, in a pull-out setting by a Highly Qualified teacher or a combination of other services based on student need. SDI services supplement, not supplant, the instruction provided in the general education classroom through Consulting Teacher services or Collaborative/Co-teaching services by Special Education or General Education teachers that work with Special Education teachers.

**Preschool:** Preschool aged children may be placed in Regular Early Childhood Programs, which means there are less than 50 percent children with disabilities or Early Childhood Special Education Program where there are more than 50 percent children with disabilities. The Regular Early Childhood Program may be taught by a general education teacher, who holds a valid practitioner's license, and an endorsement that includes pre-kindergarten and special education. The Early Childhood Special Education (ECSE) program, will be provided by an ECSE teacher who holds a valid practitioner's license, and an endorsement that includes ECSE. The ECSE teacher is responsible for monitoring the child's progress on IEP goals.

The Regular Early Childhood Program or the ECSE Program may be taught by a person who has a dual endorsement. If a child is served in the regular early childhood classroom with a teacher who holds a valid practitioner's license that included pre-kindergarten and early childhood special education, the teacher is responsible for direct instruction, preparation of materials,

adaptations, and accommodations as specified in the IEP. The teacher with the dual endorsement is responsible for implementing and monitoring the child's progress according to 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. If the district provides instructional services through a contractual agreement with another district or agency, the preschool services will be examined annually to determine the availability of regular early childhood programs within the district.

**Transition Services:** These services are provided to Special Education students in order to make movement between buildings and grade levels as easy as possible. Transition activities take place between all grade levels. Interventions are delivered in the ECSE classroom within the HCSD setting for public school students. These activities include, but are not limited to:

- Meeting new teachers
- Visiting new buildings
- Providing special welcome back nights
- There are opportunities for summer visits to classrooms with current and new teachers present including parents and Para educators
- Collaboration meetings between grade level Special Education and General Education teachers for student transitions
- Letters may sent to students before school to introduce new Special Education teachers
- Meetings may occur with parents prior to school starting
- Need to have IEP, BIP, FBA or other related documents in hand prior to admitting Special Education students from outside of the district.
- Referrals from Early-Access, Head start etc.
- AEA is responsible for connecting, providing and accessing services, which impact each buildings/students individual needs

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

Using the Special Education Delivery Plan, teachers, principals, the District wide Special Education Lead Team and the Special Education Director will monitor special education caseloads. The district Special Education lead team will review teacher caseloads at least quarterly. Special Education teachers will need to keep an updated caseload matrix for review. The teacher, building principal and/or Special Education Director may request a caseload review anytime during the school year. If after an informal meeting a teacher does not feel caseload issues have been adequately addressed he/she may make a formal written request and submit it to his/her principal. This may be done as simply as an email to the principal.

Early Childhood (3-4 year old) and School Aged (5-21) caseloads

The district's regular early childhood program and early childhood special education programs will maintain the teacher-student ratios by the National Association for the Education of Young Children (NAEYC) Accreditation or Iowa's Quality Preschool Standards (QPPS). The case load matrix for determining early childhood caseload ratios are listed below.

The caseloads of special education teachers for students aged 5-21 will be determined by using the numerical formula based on student weighting below. The following weighted formula will be used to determine an individual dual teacher's caseload based on each child's support services provided.

## Caseload Form

### 15 minutes-.25 of an hour

1. How many IEP students are on your roster? \_\_\_\_\_  
(**1 point:** Each IEP for which the teacher is responsible for IEP writing, IEP meetings, progress monitoring and reporting to parents.)
2. List the number of students in each category below:  
\*\*this needs to be all students you serve  
up to an hour (round up to the nearest 15 minute increment) of direct instruction  
(# of hours X 1 point each) \_\_\_\_\_
3. How many students on your roster will have a  
3-year reevaluation this year? \_\_\_\_\_  
(**0.5 points:** Each student who will have a three-year reevaluation during the current year)
4. For how many roster students will you be planning and  
supervising work experience? \_\_\_\_\_  
(**1 point:** Each student for whom the teacher plans and supervises work experience)
5. With how many teachers do you co-teach? \_\_\_\_\_  
(**1 point:** Each teacher with whom the special education teacher co-teaches)
6. How many students on your roster are dependent  
upon an adult for their physical needs? \_\_\_\_\_  
(**0.5 point:** Each student who is dependent on an adult for physical needs that is documented on the IEP)
7. How many students are on a BIP? \_\_\_\_\_  
(**1 point:** Each student who has a behavior intervention plan (BIP))
8. How many staff members do you collaborate with?  
(teachers, associates, office staff, lunch staff, interventionists, early access, etc.) \_\_\_\_\_  
(**1 point:** Each paraprofessional with whom the special education teacher

collaborates on a student driven conversation that is documented in the IEP)

9. How many students do you travel to serve off-site? \_\_\_\_\_  
(**0.25 points:** Each student served off-site (e.g., hospital, homebound, general education preschool, SCCS, etc.))
10. How many goals do you measure?  
\*Academic and Transition \_\_\_\_\_  
(**0.5 points:** Each academic and transition goal progress monitored)  
\*Behavior \_\_\_\_\_  
(**1 point:** Each behavioral goal progress monitored)
11. How many students do you administer Alternate Assessment(DLM) for? \_\_\_\_\_  
(**1 point:** Administration of Alternate Assessment per student)
12. How many students do you administer ELAA K-6 assessment for? \_\_\_\_\_  
(**1 point:** Administration of ELAA: K-6)
13. How many post-secondary transition IEP's will you be writing? \_\_\_\_\_  
(**0.5 points:** Each student with a post-secondary transition IEP)
14. What is the number of support staff you collaborate with? \_\_\_\_\_  
(OT, PT, SLP, BHIS, VISION, MENTAL HEALTH, NURSE, DEAF/HARD OF HEARING, TRANSPORTATION-these must all be documented in the IEP)  
(**0.25 points:** Support Staff-Speech, OT, PT, Vision, mental health, nurse, etc.---support staff/per student)
15. Preschool only: **0.5** points per session for each general education student you have \_\_\_\_\_

**Grand Total:** \_\_\_\_\_

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

The following procedures are to be used to resolve concerns about special education caseloads:

- 1). District wide Special Education lead team will review caseloads quarterly and/or at each semester. The District wide Special Education lead team will consist of at least one Special Education teacher from each building (Pk-2, 3-5<sup>th</sup>, 6-8<sup>th</sup> and 9-12<sup>th</sup>) within the district. The members will be selected by the building principal.
  - District wide Special Education lead team will follow guidelines to assist with total caseload numbers
  - Recommendations will come from the SPED lead team regarding caseload

- Metrics to be followed for caseload consideration:
  - Total points cannot exceed 70
  - Total number of students per roster cannot exceed 15
  - Student caseloads can be divided between Pk-5 grade span and 6-12 grade span
  - Staff caseloads may not be exceeded by more than 10% for a period of no more than nine weeks
  - District wide Special Education lead team will meet to provide recommendations at least quarterly or as frequent as necessary
  - District wide Special Education lead team reserves the right to address any concerns not stated within this document (DDSDP)
  - The HCSD Special Education director or equivalent will make final determinations in the event of a dispute within the HCSD District Wide Special Education lead team
  - Special Education students be shared out of certification limits

Question 5: How will the delivery system of 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 Harlan Community School District will examine their State Performance Plan (SPP) and Annual Progress Report data to determine priorities and develop an action plan if needed. The District wide Special Education Lead Team will annually, review current practices, student achievement data, IEP goals and the evidence base, in order to ensure that our delivery system is meeting the needs of all Harlan Community students.