

**District Developed Special Education Service Delivery Plan
Northwood-Kensett Community School District
DRAFT 2015**

The Northwood-Kensett Community School District has a history of meeting the needs of its students. The goals of our programs are to provide the opportunity for all students to learn to the best of their ability and to assist the staff in meeting the individual needs of students in the school setting.

Parents, the school, and the community are cooperating to create a positive, purposeful, and stable learning environment for students. The students shall be given the opportunity to meet these expectations and to achieve their highest potential.

The purpose of establishing District-Developed Special Education Service Delivery Plan is to identify and to assist students who are experiencing problems which may have an adverse effect on their academic performance, behavior, conduct, and/or sense of well-being. This program will provide comprehensive assistance for all students. This plan will also assist teachers with individual and classroom concerns.

The Northwood-Kensett School District Special Education Program will team with AEA 267 to provide a continuum of services that are available from birth to age 21. It is the belief and priority of the Northwood-Kensett School District to serve students in the least restrictive environment that is appropriate for each individual student. The Northwood-Kensett School District supports students being served to the extent appropriate in the school they would normally attend if not disabled.

The Northwood-Kensett School District assures that students and their parents who enter into the processes of special education will be granted all their due process rights that are guaranteed by state and federal law.

The delivery system was developed in accordance with Iowa Administrative Code 41.408(2)c. The group of individuals who developed this system included parents of eligible individuals, special education teachers, general education teachers, administrators, and at least one representative of AEA. Development Committee Members:

Administrators – Michael Crozier, Keith Fritz, Brian Costello
Parents – Kris Woltzen, Dawn Batton
Special Education Teachers - Polly Schiltz, Colette Ubben
General Education Teachers – Lisa Hagen, Beth Butler
AEA Team Representative - Joyce Tempus

Justin Stockdale, AEA 267 Special Education Coordinator, who has been appointed by the AEA 267 Director of Special Education, reviewed the updated document and served as an advisor to the process..

Organization of Services

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

General education with consultation/accommodations. The student is served in the general education classroom with consultation and support from the special education teacher. The general education teacher is responsible for direct instruction, testing, grading and behavioral management as specified in the IEP. 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 is responsible for monitoring the student's progress on IEP goals.

General education with direct special education support in the general education classroom. The student receives special education support for the general education curriculum in the general education setting under the supervision of a special education teacher with support of the paraprofessional. The special education teacher, support service provider, or trained paraprofessional 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 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 classroom. 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 services or all services he/she needs in a separate educational setting (including, but not limited to special classes, special schools, home instruction, and instruction in hospitals and institutions). The special education teacher/service provider is responsible for monitoring the student's progress on IEP goals.

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 continuum includes services for eligible individuals ages 3 to 21.

Preschool continuum of services. Services are provided in a general education classroom. The general education curriculum and specially designed instruction are provided to a group of students with disabilities and without disabilities. Iowa Quality Preschool Program Standards (IQPPS) are fully implemented in the classroom. All aspects of classroom instruction are planned by a licensed early childhood special education teacher. The early childhood special education teacher is responsible for monitoring the implementation of services described in each IEP and monitoring student progress relative to goals in the IEP.

Caseloads

Teacher caseloads (number of IEPs assigned) are monitored by teachers, the building principal, and Central Office Administration. Special education teacher caseloads are reviewed each semester by the building principal. Caseloads are also reviewed in an on-going manner by the building principal and the Northwood-Kensett Director of Special Education as students leave and enter the programs or students' needs change within the program. A teacher may also request a caseload review at any time.

The caseloads of special education teachers are based on the numbers of students served and the intensity of service provided. The number of students assigned to special education teachers depends on a variety of factors such as: 1) number of students in the class; 2) the schedule of the students and student integration; 3) the instructional needs of each student as described in the IEPs; 4) the collective behaviors of the students enrolled; 5) the data collection needed; 6) the number of full time and part time students; 7) the collaboration needed between teacher, paraprofessionals, staff; and 8) the contract of the teacher and/or his/her paraprofessional assistance. Early Childhood Special Education Program classrooms must meet the criteria for Iowa Quality Preschool Program Standards (IQPPS) or Head Start State Standards, whichever applies, regarding maximum class size and teacher-child ratios. The Northwood-Kensett Community School District assures that all IEPs will be fully implemented.

Resolving Caseload Concerns

When there is a concern about a caseload, the teacher will present the concern to the building principal. Every effort will be made to resolve the concern. If a resolution cannot be accomplished with the building principal and the special education teacher, the teacher will present the concern in writing to a panel. The panel, consisting of the building administrator, the special education coordinator, and a special education

teacher will review any relevant information about the teacher's caseload concern. The panel will develop a recommendation, which will be completed within ten (10) calendar days after the review. The recommendation will be given to the teacher in writing within the above time frame. Possible resolution(s) could include adjustments in rosters, scheduling, programming, staff, and LEA support staff. Recommendations for additional staff will be reviewed by the superintendent. If the person requesting the review does not agree with the determination, he or she may appeal to the AEA Director of Special Education. The AEA Director of Special Education (or designee) will meet with personnel involved and will provide a written decision.

Programming Needs for Special Education Students Outside the Scope of DDSDP

Ages 3 to 21

Services for students ages 3-5 with IEPs will be served in a setting which has implemented Quality Preschool Program Standards (QPPS) or Head Start Standards.

Services for students in need of specially designed instruction and related services beyond program innovations contained in this Plan will be provided through contractual arrangements in accordance with 41.84(2) or 41.84(1).

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

Process for Evaluating the Effectiveness of the Delivery System

Dependent upon any needs indicated by data or determination assigned by the State, the district will examine the District Developed Plan to determine if a revision to the plan is warranted in order to affect the desired change. The Northwood-Kensett Community School 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 AEA.

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 meet the State Performance Plan/Annual Progress Report (SPP/APR) goals, accountability will be addressed 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 and SPP/APR data

The ways of evaluating the effectiveness of the delivery system are detailed below in these examples:

Individual

Individual student progress on IEP goals will be reviewed and discussed on a regular and on-going basis by the special education and general education teacher(s) along with the AEA consultant/specialist and school administrator as appropriate. The purpose of this review is to determine if adequate progress is being made, if any adjustment in instruction is needed, or if other targeted or intensive interventions through RtI or special education are indicated. (Note: Changes in goals, proficiency criteria, or LRE must occur through an IEP team meeting.) The district special education teachers, administrators, and AEA team reps will review IEPs using the Student File Review form from DE. Each teacher will review two IEPs per semester and will record on the Key Star Survey. Any non-compliance items will be corrected with an amendment.

School: Aggregated by School and District

Each school in the district will review student progress monitoring, formative, or summative evaluations on a regular and on-going basis. 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; thus, impeding progress toward meeting the district SPP/APR requirements, 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. In the event that this process creates the need to revise the DDS DP, the district will follow the process to revise and readopt the DDS DP.

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 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 SPP/APR data to determine priorities and develop an action plan as needed. If the district meets SPP/APR requirements, both procedural and performance, the delivery system will be considered effective. If the district does not meet requirements, the district will work in collaboration with the State and AEA.

District Level

At least once per year, district administrators will meet with AEA team reps and the AEA SE Coordinator to examine their special education district profile to review the district's data relative to progress indicators outlined in our state performance plan (SPP) for special education. District administrators will also examine the district's annual progress report each year to review achievement data as it pertains to students with IEPs in the district. These data will be used to determine priorities and develop an action plan for special education instructional services when necessary.

The district special education teachers, administrators, and AEA team reps will review IEPs using the Student File Review form from the Department of Education. Each teacher will review two IEPs per semester and will record on the Key Star Survey. Any non-compliance items will be corrected with an amendment.

If the district does not meet APR goals or SPP target goals, district staff will work in collaboration with AEA 267 staff, including the AEA Special Education Coordinator, to develop an action plan designed to promote progress toward these goals.

If the district meets or exceeds APR goals and target goals outlined in our state performance plan for special education, the delivery system will be considered effective.

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.

Caseload Review Meeting Agenda

Date:

Present:

Semester meeting:

Committee Member Requested: _____ (name)

Requested date: _____ (meeting must be held within 10 days of request)

Purpose: To review:

- A review of the current number of students and their needs
- Needs of students being referred
- Supports available (associates, etc)
- Scheduling/time/ time for collaboration
- Determination of current program needs
- Discussion of projected future program needs
- Size of the room

Agenda:

1. A review of the current number and needs of students, needs of students being referred, supports available, and schedules/time.
2. Can all services identified in the IEP be provided as specified?
3. What circumstances (number of students, schedules, or student needs) prevent each student from receiving educational benefit?
4. Would the addition of caseload responsibilities create the need for additional support or assistance?
5. What action is required that will ensure all students' IEPs are able to be fully implemented? (Possible solutions that the caseload review committee may consider, but are not limited to, are: additional program options, additional programs, scheduling changes, additional paraprofessional help, additional teaching staff)