

Akron-Westfield Community School District Developed Service Delivery Plan

5-1-2013

Question 1: 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(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.

Committee Representation Members:

Cathy Bobier, Elementary Principal
Derek Briggs, 7-12 Principal
Amy Johnson, HS Special Educator
Alissa Foley, MS Special Educator
Laura Taggart, Elem Strategist II Special Educator
Theresa Ferguson, PK Educator
Lisa Wolthuizen, General Educator
Julie Bundy, General Educator
Deb Hedlund, General Educator
Cynthia Johnson, NWAEA Strategist
Dawn Martinsen, Parent
Melanie Tentinger, Parent

Date of Board Action: September 2013

The Akron-Westfield District Developed Service Delivery Plan will be communicated to others at staff meetings, professional development, and the Akron Westfield website.

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

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 or regular early childhood program 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 or program.

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 nondisabled students. These services are provided by the special education teacher and general education teacher or regular early childhood program teacher in partnership to meet the content and skills needs of students in the general education classroom or program. 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. In all co-teaching arrangements, the special educator takes primary responsibility for designing and delivering specially designed instruction, assuring access to the general curriculum, and assessing the progress of students with IEPs. The effectiveness of services provided through co-teaching have a strong research base.

Collaborative Services: 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 in a general education classroom or regular early childhood program to aid the student(s) in accessing the general education curriculum. These services are provided simultaneously with the general education content area instruction.

Out-of-Class Services: Out-of-Class services (e.g., 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 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. These services supplement the instruction provided in the general education classroom or program through Consulting Teacher services or Collaborative/Co-teaching services. The specially designed instruction provided in settings outside of the general education classroom or Regular Early Childhood Program does **not** supplant the instruction provided in the general education classroom.

Special Class/Early Childhood Special Education Program (ECSE): Special Class or ECSE 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 to provide instruction which is tied to the general education or preschool 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/ECSE Program, 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.

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 3-21.

Regular Early Childhood Program with Teacher holding Dual Endorsements (i.e., Endorsement 100: Teacher—Prekindergarten through grade three, including special education). 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 prekindergarten 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.

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

Akron-Westfield Caseload Determination

1. How many IEP students are on your roster that you are responsible for writing and conducting the IEP meeting? _____
2. List the number of students in each category below where direct instruction is planned and taught by you:
 - a. Up to 2 hours per day of direct instruction provided by you ____x1.00= _____
 - b. Between two and five hours per day of direct instruction provided by you ____x 1.25= _____
 - c. More than five hours per day of direct instruction provided by you ____ x 1.50= _____
3. How many students on your roster will have a 3-year reevaluation this year? ____ x .25 _____
4. With how many teachers do you co-teach? _____
5. How many students require extensive assistive technology? _____
(requires teacher-provided individualization and/or training, including significant maintenance/upgrades for continued effective use by the student)
6. With how many student IEPs do you conduct joint planning/collaboration (more than 20 min/wk) with more than 3 general education teachers and/or paraprofessionals for the purpose of modifying the general education curriculum? _____
7. How many students require an FBA and/or BIP for progress monitoring? _____
8. With how many paraprofessionals do you collaborate and/or plan instruction? _____
9. With how many students do you plan and supervise work experience, assist with physical needs, and/or provide instruction off-site? _____
10. How many students have program modifications that require an alternative assessment? _____

Total _____

Caseload Determination (text)

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 may be reviewed by October 15th, January 30th, and May 1st during the school year by individual district special education teachers with their building administrator and/or AEA representative.

A “full” teacher caseload will be considered to be 40 total points **with the exception of the Early Childhood Special Education Program***. If a teacher’s caseload exceeds this number, the teacher and the building administrator 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 that is described in this plan.

In determining special education teacher caseloads, the Akron-Westfield Community School District will use the following values to assign points to the caseloads of each teacher in the district.

1 point: Each IEP for which the teacher is responsible for IEP writing, IEP meetings, progress monitoring and reporting to parents.

1 point: Each student provided up to two hours per day of direct instruction by the teacher.

1.25 points: Each student provided between two and five hours per day of direct instruction by the teacher.

1.5 points: Each student provided more than five hours per day of direct instruction by the teacher.

0.25 points: Each student who will have a three-year reevaluation during the current year.

1 point: Each teacher with whom the special education teacher co-teaches.

1 point: Each student who requires extensive assistive technology.
(requires teacher-provided individualization and/or training, including significant maintenance/upgrades for continued effective use by the student)

1 point: Each student with whom you conduct point planning/collaboration (more than 20 min/week) with more than 3 general education teachers and/or paraprofessionals for the purpose of modifying the general education curriculum.

1 point: Each student who has an FBA (functional behavior plan) and/or BIP (behavior intervention plan) for progress monitoring.

1 point: Each paraprofessional with whom the special education teacher collaborates and/or plans instruction.

1 point: Each student you plan and supervise work experience, assist with physical needs, and/or provide instruction off-site.

1 point: Each student receiving an alternate assessment.

***The Early Childhood Special Education Programs caseload will be determined by the Iowa Quality Preschool Program Standards criteria regarding maximum class size and teacher-child ratios.**

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

Caseloads will be reviewed at least twice per year by individual LEA special education teachers with their building administrator. 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
- A committee will be appointed annually to serve as a review team in collaboration with the building principal
- The person requesting the review is responsible for gathering relevant information to support their request. This information might include, but is not limited to:
 - IEPs
 - Schedule and instructional groupings
 - Collaborative/co-teaching assignments
 - Number of buildings
 - Iowa Quality Preschool Program Standards

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.
3. The request is reviewed for clarification with the principal. The principal 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 15 working days, the caseload committee will review the request and give a recommendation to the individual's principal.
6. Upon receipt of the committee's recommendation, the principal will review the information and discuss it with the individual.
7. Within 10 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.

Question 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?

In order to meet the State Performance Plan (SPP) and Annual Progress Report (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 district level.
- Examination of disaggregated subgroup achievement and SPP/APR data, if appropriate

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

Individual

Individual student progress on IEP goals will be reviewed and discussed on a regular and on-going basis every 2 weeks by the special education teacher and general education teacher(s) along with AEA strategist 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 intervention through RtI or special education are indicated. Changes in goals, proficiency criteria or LRE must occur through an IEP team meeting.

District

At the district level, IEP subgroup data, along with the plan 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 the 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.