

OABCIG Community School District
District Developed Special Education Service Delivery Plan
Public Comment Draft



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:

Matt Alexander, Superintendent (712-364-3687) or malexander@oabcig.org

Comments must be received by (date): **OCTOBER 8, 2021**

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. Team members included:

Review Team Members

Parents – Deanna Cranston, April Reitz, Jenni Sykes

General Education Teachers – Travis Chizek, Dani Cranston, Renae Remer

Special Education Teachers – Leah Harriman, Jodi Peters, Kim Schmidt, Heather Spetman

LEA Administration/Designees – Matt Alexander, Patrick Miller, Alan Henderson, Doug Mogensen

AEA Administration/Designees – Cathy Heizelman, NWAEA Regional Director

The committee met on February 2, 2021, to organize and receive information regarding the purpose of the committee and roles/responsibilities of the committee members. All members received copies (either electronic or paper) of the previous delivery plan for review, with opportunities for providing feedback. The committee members were invited back for a meeting on March 4, 2021, to review an updated draft of the delivery plan, with additional opportunities to provide feedback.

The committee met on March 4, 2021, to continue working on the delivery plan draft. Changes were made based on group discussion with agreement from the representatives. It was determined that with the changes made from this meeting that the draft would be ready to submit for public comment.

The existing plan was reviewed and revised, as needed, to meet requirements and current needs of students with disabilities in the OABCIG Community Schools. Appendices of the plan will be on file at the district, which include board minutes and other documents used in the special education process.

Date of Board Action: Board will take action after the PUBLIC COMMENT phase has passed.

Description of how the plan will be communicated to others (general education teachers, special education teachers, parents, district administrators):

The plan will be placed on the district website for public comment prior adoption, and will remain on the site for future reference. A short (i.e., one page) summary of the plan will be developed and included in future student handbooks. This summary would also be offered to parents at the time of annual IEP meetings. This summary would also reference the full plan on the district website, and indicate that parents may request a copy from school.

How will services be organized and provided to eligible individuals?

OABCIG Community Schools will offer a continuum of service models to meet the needs of all students with disabilities, ages 3-21.

Consulting Teacher Services: Consulting Teacher services are defined as indirect services provided by a certified special education teacher to a general education 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 or regular early childhood program teacher in partnership to meet the content and skill needs of students in the general education classroom or program. These services take shape in a variety of ways. 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 instruction.

Out-of-Class Services: Out-of-Class services (e.g., Pull-Out) 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 Core or targeted instruction, provided in the general education classroom. **For a small number of students with significant cognitive disabilities**, a significant amount of their instruction reflects the Iowa Core Essential Elements, which provide access to the general education curriculum at a level that is less cognitively complex. In some cases, for students with significant disabilities, core instruction is supported through a reverse consultation model.

Instruction for Specific Needs: This service is 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. The purpose is to 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.

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 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.

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.

Transition Services: These services are provided to Special Education students in order to make movement between buildings and grade levels as easy as possible, including transition to college or work after the completion of high school. Transition activities take place between all grade levels. These activities include, but are not limited to:

- Meeting new teachers
- Visiting new buildings
- Providing special welcome back nights, open house options as well as a Freshmen Academy that allows students to run through a mock schedule with their freshman peers. This provides an opportunity for each student to find their classroom and meet their teachers prior to the start of the school year.
- There are opportunities for summer visits to classrooms with current and new teachers present including parents and Paraprofessionals.
- Collaboration meetings between grade level Special Education and General Education teachers for student transitions.
- Meetings may occur with parents prior to school starting
- Attempting 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.
- OABCIG High School students have the opportunity to work with our Transition Alliance Program (TAP) to explore college or work options.
- OABIG High School students and staff work with Vocational Rehab services to provide opportunities for students to learn more about college visits, future employment, and job skills.
- Eligible OABCIG High School students can apply for “Year 13” services with Community Colleges or Tech Schools to remain on their IEP in their first year of college.
- OABCIG will work jointly with NWAEA for connecting, providing and accessing services, which impact each buildings’/students’ individual needs.

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. 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.

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

Grades K-12:

Caseloads will be tentatively set in the Spring for the following year. Caseloads may be modified based on summer registration and actual fall enrollments. Teachers will be responsible for maintaining their student caseload data (including point allocations) on a district Google Doc that will be available to LEA administration and supporting AEA staff. **A “full” teacher caseload will be considered to be 95-110 total points.** When a teacher’s caseload exceeds this number, the caseload resolution process (see below) will be followed.

In determining special education teacher caseloads, the OABCIG Community School District will use the Caseload Rubric Worksheet to measure student needs. This worksheet should be completed prior to the caseload review meeting. See the Caseload Rubric in Appendix A of this document.

Note: *In cases where special education teachers share responsibility for implementing a student IEP (i.e. one teacher provides SDI and a different teacher implements the BIP), caseload points noted below should be split appropriately between the teachers.*

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

Teachers will be responsible for maintaining their student caseload data (including point allocations) on a district Google Doc that will be available to LEA administration and supporting AEA staff.

If a teacher’s caseload exceeds 110 points, the teacher will contact the Principal and 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 additional steps, noted below will be taken to resolve the situation. Additionally, if a teacher caseload falls below 60 points, there will be a conference with the Principal for discussion of possible additional duties.

In cases requiring resolution, the teacher may request caseload review by submitting it in writing to the building principal. The principal must assemble the Caseload Resolution Team (CRT) within ten working days. A resolution and written decision must be made available within ten days after the CRT meeting.

The purpose of this activity is to review caseloads for appropriateness. The CRT will consist of the building administration, AEA representative, and a special education teacher(s) assigned in the building. The CRT makes recommendations as to schedule or roster adjustments for a teacher, needed paraprofessional assistance, etc.

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.

How will the delivery system for eligible individuals meet the targets identified in the state's performance plan? How will the delivery system for eligible individuals address needs identified by the state in any determination made under Chapter 41? 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.

Individual

Individual student progress on IEP goals will be reviewed on a regular and on-going basis (a minimum of every 2 weeks) by the special education teachers. AEA staff and school administrators will collaborate and support as appropriate. On a monthly basis, teachers will submit student progress monitoring graphs to their building principal (or they will be accessed/reviewed on the Web IEP system). The purpose of these reviews is to determine if adequate progress is being made, or if any adjustment in specially designed instruction is needed.

School: Aggregated by School and District

Each school in the district will review student progress monitoring, formative, or summative evaluations on approximately a quarterly 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 DDSDP, the district will follow the process to revise and readopt the DDSDP.

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 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.

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.

OABCIG CASELOAD RUBRIC



Teacher:

Student Name:				Grade:	Year:	Date Rubric Scored:		
Points	Curriculum	IEP Goals (Direct Service)	Specially Designed Instruction (SpEd Teacher) **	Joint Planning and Consultation ***	Paraprofessional Support ****	Assistive Technology	Behavioral Needs (LEA Approved) *****	Additional Services:
0	Student is functioning in the general education curriculum at a level similar to peers.	Student has IEP goals instructed by another teacher or service provider.	Student requires no Specially Designed Instruction.	Joint planning typical for that provided for all students.	Individual support needed similar to peers	Assistive technology use is similar to peers.	Student requires no FBA or BIP	Circle and Add one point for each of the following items that apply:
1	Student requires Accommodations to the general education curriculum.	Student has 1-2 IEP goals.	1%-25% of student's day is Specially Designed Instruction.	SpEd Teacher conducts joint planning with general education teacher(s) over the course of each week. 1-10 Minutes	Additional individual support from an adult needed for 25% or less of the school day.	<u>Limited:</u> Visual Schedules Visual Cues Visual Reminders Speech to Text Low Technology	Student requires less than 2 hours a month for assessment, planning, data collection, and communication with others.	<ul style="list-style-type: none"> -14-year-old Transition -K Transition -PT -OT -Speech -Visually Impaired/Bind -Deaf/Hard of Hearing -Nurse -Work Based Learning
2	Student requires Accommodations and Modifications to the general curriculum.	Student has 3 IEP goals.	26%-75% of student's day is Specially Designed Instruction.	SpEd Teacher conducts joint planning with general education teacher(s) over the course of each week. 11-20 Minutes	Additional individual support from an adult needed for 26% to 75% of the school day.	<u>Extensive:</u> Technology Based Adaptive Books Educational Software Amplification System Adapted Mobility	Student requires 2-4 hours a month for assessment, planning, data collection, and communication with others.	
3	Significant adaptation to grade level curriculum requires Alternate Assessment to measure progress.	Student has 4 or more IEP goals.	76%-100% of student's day is Specially Designed Instruction.	SpEd Teacher conducts joint planning with general education teacher(s) over the course of each week. 21 + Minutes	Additional individual support from an adult needed for 76% to 100% of the school day.	<u>Significant:</u> Communication Device Braille Eye Gaze Adaptive Switches/Toys	Student requires more than 4 hours a month for assessment, planning, data collection, and communication with others.	
								Total Points for Page:

*** When student point totals in multiple columns are “zero,” an exit from special education should be considered.**

**** Specially designed instruction: For most students with disabilities, “specially designed instruction” is defined as involving intensive, relentless, structured, appropriately paced instruction, in small groups in which each student’s progress is monitored frequently (Kauffman & Hallahan, 2005).**

According to Kauffman and Hallahan, all of these characteristics should usually be more evident in special education than is typically the case in general education. Intensive instruction translates into more teacher instructional time and more opportunities for students to respond to the instruction and more time to practice and review what they have learned. Relentless instruction involves repeating this sequence or parts of this sequence more often than is typically done with non-disabled students. Structured instruction refers to teachers being more directive, instituting more explicit rules, and providing more frequent consequences for appropriate or inappropriate behavior. The pace of the instruction in special education is tailored more to the needs of the student. Instruction in small groups facilitates the intensity, relentlessness, structured nature, and the individualized pace of instruction. Moreover, specially designed instruction means that a student’s progress in learning is monitored frequently, often several times per week. (Green Hills AEA Comprehensive Improvement Plan, 2012)

Note: Specially Designed Instruction (SDI) in preschool environments requires special considerations (i.e., in cases where dually certified teacher ECSE/General Education) is in place.

***** For the “joint planning and consultation” column - this refers to regularly scheduled time (calendared) where a special education teacher meets with general education teachers, AEA staff, guidance counselor, nurse or paraprofessionals for the purpose of training, consulting, helping facilitate accommodations, or helping to plan instruction, support involvement and progress in the core curriculum. Joint planning may support the development of co-teaching, or it may also support a reverse consultation model.**

****** If the para, student or parent is the primary person responsible for this device the special education teacher should not receive points towards this task.**

******* Points are only allocated to teachers from this column, if student has a formal Functional Behavior Assessment (FBA) accompanying a Behavior Intervention Plan (BIP) or Adaptive Behavior goal as part of their IEP. Points are not allocated for students who have behavior goals without an FBA, BIP, or Adaptive Behavior goal.**