

Central Lyon District Developed Service Delivery Plans

September 2010

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.”

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

Continuum of Service

How Will Services be Organized and Provided to Eligible Individuals?

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 receiving instruction in the general education classroom.

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 in partnership to meet the content and skills 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.

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 to aid the student(s) in accessing the general education curriculum. These services are provided simultaneously with the general education content area instruction.

Pull-Out Services: 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. Pull-out services supplement the instruction provided in the general education classroom through Consulting Teacher services or Collaborative/Co-teaching services. The specially designed instruction provided in Pull-out settings does **not** supplant the instruction provided in the general education classroom.

Special Class: Special Class 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 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.

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.

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

Caseload Determination

Teacher: _____

Student: _____

Point Total: _____

	Curriculum	IEP Goals	Specially Designed Instruction	Joint planning and consultation	Para Support	Assistive Technology	Behavior	Transition	Health
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 is similar to peers	Assistive technology use is similar to peers	No behavior concerns beyond typical peers	Student is under 14 years of age – Transition is not addressed on the IEP	No health concerns exist beyond typical peers
1	Student requires limited modifications to the general education curriculum	Student has 1-2 IEP goals	25% or less of instruction is specially designed and/or delivered by special education personnel	Special education teacher conducts joint planning with 1 general education teacher or paraprofessionals over the course of each month	Additional individual support from and adult is needed for 25% or less of the school day	Assistive technology requires limited teacher-provided individualization and/or training for the student	Informal behavior plan; requires less than 2 hours a month for assessment, planning, data collection and communication with others	Student is 14 years of age and transition needs are addressed on Page B	School-based health plan; Little special education collaboration or involvement
2	Student requires significant modifications to the general education curriculum	Students has 3 IEP goals	26%-75% of instruction is specially designed and/or delivered by special education personnel	Special education teacher conducts joint planning with 2 to 3 general education teaches or paraprofessionals over the course of each month	Additional individual support from and adult is needed for 26-75% of the school day	Assistive technology requires extensive teacher-provided individualization and/or training for the student	Informal behavior plan; requires 2 to 4 hours monthly for assessment, planning, data collection and communication with others	Student has linkages to outside providers for transition needs	Health concerns are addressed in the IEP; student requires assistance for activities such as toileting, cleaning of the classroom, etc.; direct nursing care is occasional
3	Significant adaptations to grade level curriculum requires specialized instruction strategies; Alternate assessment is used to measure progress	Student has 4 or more IEP goals	76%-100% of instruction is specially designed and/or delivered by special education personnel	Special education teacher conducts joint planning with more than 3 general education teachers or paraprofessionals over the course of each month	Additional individual support from and adult is needed for 27%-100% of the school day	Assistive technology requires extensive teacher-provided individualization and/or training for the student – Significant maintenance and/or upgrades for continued effective use are anticipated	Formal FBA/BIP in place; requires more than 4 hours per month for assessment, planning, data collection and communication with others	Student is receiving work experience or life skills instruction through the special education program	Student has extreme medical needs including being immobile, requiring lifting/transfer, feeding tubes, etc.; direct nursing needs occur on a daily basis

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. Caseloads will be reviewed at least twice during the school year by individual district special education teachers with their building principal and/or special education coordinator.

In determining teacher caseloads, the Central Lyon Community School District will use the following values to assign points to the programs of each eligible individual receiving an instructional program in the district.

A teacher may be assigned a caseload with no more than 130 total points. This caseload limit may be exceeded by no more than 10% for a period of no more than six weeks, if doing so does not prevent the affected teacher's ability to provide the services and supports specified in his or her student's IEPs.

Curriculum

Zero Points: Student is functioning in the general education curriculum at a level similar to peers.

One Point: Student requires limited modifications to the general curriculum.

Two Points: Student requires significant modifications to the general curriculum.

Three Points: Significant adaptation to grade level curriculum requires specialized instructional strategies. Alternate assessment is used to measure progress.

IEP Goals

Zero Points: Student has IEP goals instructed by another teacher or service provider.

One Point: Student has 1-2 IEP goals.

Two Points: Student has 3 IEP goals.

Three Points: Student has 4 or more IEP goals.

Specially Designed Instruction

Zero Points: Student requires no specially designed instruction.

One Point: 25% or less of instruction is specially designed and/or delivered by special education personnel.

Two Points: 26-75% or less of instruction is specially designed and/or delivered by special education personnel.

Three Points: 76 to 100% of instruction is specially designed and/or delivered by special education personnel.

Joint Planning and Consultation

Zero Points: Joint planning typical for that provided for all students.

One Point: Special education teachers conduct joint planning with 1 general education teacher or paraprofessionals over the course of each month.

Two Points: Special education teachers conduct joint planning with 2 to 3 general education teachers or paraprofessionals over the course of each month.

Three Points: Special education teachers conduct joint planning with more than 3 general education teachers or paraprofessionals over the course of each month.

Paraprofessional Support

Zero Points: Individual support needed similar to peers.

One Point: Additional individual support from an adult is needed for 25% or less of the school day.

Two Points: Additional individual support from an adult is needed for 26% to 75% of the school day.

Three Points: Additional individual support from an adult is needed from 76% to 100% of the school day.

Assistive Technology

Zero Points: Assistive technology use is similar to peers.

One Point: Assistive technology requires limited teacher-provided individualization and/or training for the student.

Two Points: Assistive technology requires extensive teacher-provided individualization and/or training for the student.

Three Points: Assistive technology is requires extensive teacher-provided individualization and/or training for the student. Significant maintenance and/or upgrades for continued effective use are anticipated.

Functional Behavior Assessment (FBA)/ Behavior Intervention Plan (BIP)

Zero Points: Student requires no FBA or BIP.

One Point: Requires limited time assessment, planning, data collection and communication with others (not more than 2 hours per month).

Two Points: Requires 2 to 4 hours monthly for assessing, planning, data collection and communication with others.

Three Points: Requires more than 4 hours for assessing, planning, data collection and communication with others.

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

Caseload Concern Procedures

A scheduled review of teacher caseloads will be conducted by the special education teacher in consultation with the building principal as follows:

1. On an as needed basis.
2. In spring of the year to plan for the following school year.

Upon review, if there appears to be an overload, the teacher may request and the principal will arrange a Caseload Assistance Team (CAT) meeting. The CAT will be comprised of the special education teacher, a building administrator, and an AEA representative. The CAT will make recommendations as to whether there is a need for adjustments to a 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. The building principal must convene the CAT within 5 working days. A resolution and written decision must be made available to the teacher within 5 days after the CAT meeting.

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?

“The district will examine their APR data to determine priorities and develop an action plan. If the district meets 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.”