

Oelwein Community School District

Service Delivery System for Special Education

Approved by Oelwein Board of Education on June 22, 2009

Revised September 14, 2011

Revised September 9, 2013

Oelwein Community School District Special Education Service Delivery Plan

Educational Philosophy

The Board of Education of the Oelwein Community School District is committed to a philosophy of service to children. This objective is to help each child develop as a mature individual and as a contributing member of society. The Board believes that this objective can best be met through the development of a school program with the scope to encompass the intellectual, physical, civic, social, emotional, and aesthetic needs of children in a democratic society.

The Board of Education realizes that an effective public school program must be directed toward common needs of all children, but must also consider the unique differences and needs of individual children.

The board recognizes some students have different educational needs than other students. The board will provide a free appropriate public education program and related services to students identified in need of special education. The special education services will be provided from birth until the appropriate education is completed, age twenty-one or to maximum age allowable in accordance with the law. Students requiring special education will attend general education classes, participate in nonacademic and extracurricular services and activities and receive services in a general education setting to the maximum extent appropriate to the needs of each individual student. The appropriate education for each student is written in the student's Individualized Education Program (IEP).

Students with IEPs are required to meet the requirements stated in board policy or in their IEPs for graduation. It is the responsibility of the superintendent and the area education agency director of special education to provide or make provisions for appropriate special education and related services. Students graduating with IEPs are prepared to participate in higher education, a training program or to be competitively employed within one year of leaving high school.

Children age 3 through 5 are provided comprehensive special education services within the public education system. The school district will work in conjunction with the area education agency to provide services, at the earliest appropriate time, to children with disabilities from birth through age 2. This is done to ensure a smooth transition of children entitled to early childhood special education services.

Section 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 committee of individuals who developed and/or reviewed the system included parents of eligible individuals, special education teachers, general education teachers, administrators, and AEA personnel.

The Oelwein Community School District Board of Directors approved the development of the plan and the members of the committee at their regularly scheduled meeting held on September 16, 2013. Members of the committee included the following:

Special Education Teachers

Early Childhood: Kirstin Nelson
Elementary: Mindy Steinlage
Middle School: Monika Buffington
High School: Jenny Steege

Regular Education Teachers

Early Childhood: Katie Schmidt
Elementary: Kristi Druvenga
Middle School: Joel Hunzelman
High School: Jason Gearhart

Parents of Eligible Individuals

Tera Sperflage
Mr. & Mrs. Thyron Mathews
Tammy Benter
Tom Klingman
Ruth Lohman
Roxanne Lenz

Administrator

Steve Westerberg

AEA Representative

Linda Hansen
Cole Trimble
Greg Halsor

The plan was made available for public review and comment from September 11 until September 16, 2013, and sent to Dr. Doug Penno, Director of Special Education at Keystone Area Education Agency 1. Following review and approval by Dr. Penno, the plan was presented to the Oelwein Community School District Board of Directors for approval on September 16, 2013.

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

Continuum 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 teacher 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. 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.

General education with reverse consultation – For a small percentage of students with IEPs, the student receives general education content instruction through reverse consultation. The special education teacher who teaches any of the core academic areas must have the state-required endorsement for the subject area, or the academic subject (curriculum) must be under the supervision of a teacher who is licensed appropriately for the academic area. The teacher who is licensed for the academic area and who is “supervising” the curriculum assigns the student's content grade, provides content strategies and assessments, and problem-solves concept attainment. The name of the

teacher who is supervising the curriculum is listed somewhere in a permanent file of the student.

Notes:

- In each continuum of services, general and special education teachers must have a “regular and frequent” consultation. The frequency and duration of consultation will be documented.
- 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:

Definitions:

The definitions for “general education” and “special class”, as used in school age, do not accurately define the classroom or service required for preschool children. The Oelwein Community School District must adhere to the following terms and definitions to describe instructional services and placements for preschool children:

- Regular Early Childhood Program – Less than 50 percent children with disabilities; and
- Early Childhood Special Education Program – More than 50% children with disabilities.

The Oelwein Community School District will provide access to this continuum for all eligible individuals based on their IEP. Services will be provided within the district’s preschool program, the Head Start program and/or a community based preschool. When instructional services are provided through a contractual agreement with other districts and/or other agencies, the district will examine preschool services annually to determine the availability of regular early childhood programs within the district.

Preschool Program Standards

The Iowa Department of Education has defined the Preschool Program Standards as the following:

1. Iowa Quality Preschool Program Standards (QPPS);
2. Head Start Program Performance Standards; or
3. National Association for the Education of Young Children (NAEYC) Accreditation

Early childhood special education and regular early childhood programs providing instructional services to children on an IEP must implement Preschool Program Standards as defined by the Iowa Department of Education. The Oelwein Community School District will provide instructional services through both Regular Early Childhood programs and Early Childhood Special Education programs that meet Iowa Quality Preschool Program Standards or Head Start Program Performance Standards.

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

The Special Education Team at each center will determine if a teacher caseload is appropriate, using QPPS for preschool and example 3 (below) for K-12 as a guide. The team will consist of the principal and special education teachers, in consultation with the Keystone Area Education Agency special education consultant, with consideration given to ensuring that the needs of each student are being met.

Example 3 - Text Caseload Determination

Caseloads will be tentatively set in the spring for the following year. Caseloads may be modified based on summer registration and the actual fall enrollments. Caseloads will be reviewed at least twice during the school year by individual district special education teachers with their building principal or special education coordinator.

If a teacher believes the caseload is too great, the teacher and the principal 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 Oelwein 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 re-evaluation during the current year.
- 1 Point:** Each student for whom the special education teacher plans and supervises work experience.
- 1 Point:** Each teacher with whom the special education teacher co-teaches.
- 1 Point:** Each student who is dependent on an adult for physical needs.
- 1 Point:** Each student who has a behavior intervention plan (BIP).
- 1 Point:** Each student served off-site (e.g., hospital, homebound, general education preschool).

Example 3
Caseload Determination

1. How many IEP students are on your roster? _____
 2. List the number of students in each category below:
 - a. Up to 2 hours per day of direct instruction _____
 - b. Between two and five hours per day of direct instruction **x 1.25** _____
 - c. More than 5 hours per day of direct instruction **x 1.50** _____
 3. How many students on your roster will have a three year reevaluation this year? **x .25** _____
 4. For how many roster students will you be planning and supervising work experience? _____
 5. With how many teachers do you co-teach? _____
 6. How many students on your roster are dependent upon an adult for their physical needs? _____
 7. How many students are on a Behavior Intervention Plan? _____
 8. With how many associates do you collaborate? _____
 9. How many students do you serve off-site? (e.g., hospitalized, home-bound, in general education preschools) _____
- Total** _____

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

A scheduled review of teacher caseloads will be conducted by the Special Education team in each center as follows:

1. by the end of September
2. by November 30
3. by April 1 to plan for the following school year.

When a teacher has a concern, due to caseload, about his or her ability to effectively perform the essential functions of his or her job, a review may be requested.

REQUESTING A CASELOAD REVIEW

- All requests must be in writing
- Requests should initially be given to an individual's principal/supervisor
- A caseload review team, consisting of all the building special education department chairs, a building administrator, the district special education coordinator, and an AEA representative, will be appointed.
- 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

PROCEDURAL STEPS

1. Informal problem solving strategies in relation to caseload concerns may have been exhausted.
2. A written request for caseload review is submitted to the principal/supervisor.
3. The request is reviewed for clarification with the principal/supervisor. 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 review team.
5. Within 10 working days, the caseload committee will review the request and give a recommendation to the individual's principal/supervisor.
6. Upon receipt of the committee's recommendation, the principal will review the information and discuss it with the individual.
7. Within 5 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 Oelwein Community School District Superintendent of Schools.
9. The Superintendent will meet with the personnel involved and will provide a written decision.
10. If the person requesting the review does not agree with the determination, he or she may appeal to the AEA Director of Special Education.
11. The AEA Director/designee will meet with personnel involved and will provide a written recommendation to the Oelwein Community School District Board of Education for their consideration.
12. The Oelwein Community School District Board of Education will meet with personnel involved and will provide a written decision.

Section 5: How will the delivery system for eligible individuals meet the targets identified in the state's performance plan and the Local Education Agency (local school) 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 Six-Year Performance Plan (SPP)/Annual Progress Report (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/or AEA to modify the plan to make it effective.