

# **District Developed Special Education Service Delivery Plan Hinton Community School District**

**The Iowa Administrative Rules of Special Education require each school district to develop a plan for the delivery of special education services.**

## **Plan**

What was the process used to develop the delivery system for eligible individuals?

1. 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 teacher, general education teacher, administrators, and special education consultant from Northwest AEA.

2. How will services be organized and provided to eligible individuals?

Services will be organized according to the continuum below:

## **Hinton Community School 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.

## **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 (i.e. early childhood programs in community). Districts that are providing instructional services through a contractual agreement with other districts and/or other agencies will need to examine the preschool services annually to determine the availability of regular early childhood programs within the district.

The continuum includes services for eligible individuals ages 3-21

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

Caseloads will be determined and reviewed by the following:

Student	The student receives specially designed instruction/supports for:			
	Less than 5 hours per week	Between 5 and 12.5 hours per week	Between 12.5 and 24 hours per week	More than 24 hours per week

x 1= \_\_\_\_\_      x 2= \_\_\_\_\_      x 3= \_\_\_\_\_      x 4= \_\_\_\_\_

Total: \_\_\_\_\_

**Note:** Supports could include travel time to students served off-site (e.g., hospitalized or homebound students, preschoolers served in their general education preschool classes). If multiple students are served in one site, apply all travel time to one of the students, only.

### 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 special education teacher caseloads, the Hinton 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 70 total points.

**One point:** The student receives specially designed instruction/supports for less than 5 hours per week.

**Two points:** The student receives specially designed instruction/supports for between 5 and 12.5 hours per week.

**Three points:** The student receives specially designed instruction/supports for between 12.5 and 24 hours per week.

**Four points:** The student receives specially designed instruction/supports for more than 24 hours per week.

**Note:** Supports could include travel time to students served off-site (e.g., hospitalized or homebound students, preschoolers served in their general education preschool classes). If multiple students are served in one site, travel time is applied to one of the students, only.

<b>Caseload consideration</b>	<b>Number</b>	<b>Multiplier</b>	<b>Total</b>
Students with less than 5 hours per week specially designed instruction/supports		1	0
Students with between 5 and 12.5 hours per week specially designed instruction/supports		2	0
Students with between 12.5 and 24 hours per week specially designed instruction/supports		3	0
Students with more than 24 hours per week specially designed instruction/supports		4	0
<b>Caseload Total</b>			0

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

### **Resolving Caseload Concerns**

A scheduled review of teacher caseloads will be conducted by the building principal as follows:

1. at the beginning of the school year;
2. by November 30; and
3. by April 1 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 3 teachers, 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.

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 Iowa testing data to determine priorities and develop an action plan. If the district meets goals established, the delivery system will be considered effective. If the district does not meet goals, 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.

### **District and AEA Special Education Director Checklist for Requirements**

<b>Is compliant with rules</b>	<b>Requirements</b>	<b>If not compliant, AEA Special Education Director comment</b>
<input type="checkbox"/>	Development of District Developed Service Delivery Plan approved by school board	
<input type="checkbox"/>	Individuals on committee approved by district school board	
<input type="checkbox"/>	AEA represented by Director appointee	
<input type="checkbox"/>	Description of special education instructional services include full continuum	
<input type="checkbox"/>	Caseload descriptions includes <ul style="list-style-type: none"> <li>• A definition of teacher caseload (e.g., number of students, number of points, etc)</li> <li>• Who will monitor caseloads</li> <li>• How often caseloads will be monitored</li> </ul>	
<input type="checkbox"/>	Description of procedures for resolving caseload concerns	
<input type="checkbox"/>	Description of how the district will address: <ul style="list-style-type: none"> <li>• SPP/APR targets</li> <li>• LEA determinations assigned by the state</li> <li>• Plan evaluation and effectiveness</li> </ul>	
<input type="checkbox"/>	Plan submitted to the AEA Special Education Director	

AEA Special Education Director Signature

Date

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Information below the line for district use only

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<input type="checkbox"/>	Final approval by district school board
<input type="checkbox"/>	Plan inserted into Comprehensive School Improvement Plan