

## **District Developed Special Education Service Delivery Plan CAM 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.**

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**Comments must be received by: Monday May 9, 2022**

**Approved by the CAM Board of Education, May 9, 2022**

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

The delivery system was developed in accordance with the Iowa Administrative Code rule 41.408(2) c. Administrators received input from Green Hills AEA, and a group of individuals appointed which includes parents of eligible individuals, special education teachers, general education teachers, administrators. The plan was reviewed in 2013 and 2016 by committee. The 2022 plan was reviewed by the following Committee:

Superintendent: Paul Croghan

Principal: Dr. James Brauer

Principal: Barry Bower

Principal: Dominic Giegerich

Principal: Larry Hunt

Iowa Connections Academy Manager of Special Education: Jennifer Tischer

Special Education Teacher: Kendra Carlson

Special Education Teacher: Haley Gethmann

General Education Teacher: Sarah Becker

Parent: Toni Rieck

Green Hills AEA: Beau Jacobsen, Amy Kading, Lora Hight

The final plan will be presented for approval to the CAM Board of Education on May 9th, 2022.

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

**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 teachers 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 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 a 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. 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 or institutions). The special education teacher/service provider is responsible for monitoring the student's progress on IEP goals.

**Online Education/Special Education Services:** CAM collaborates with the Iowa Connections Academy to operate a tuition free, full-time K-12 virtual public school. Students with disabilities from across the state are eligible to apply for open enrollment in this program. When students with IEPs apply to the program, an LEA/AEA team meets to determine whether FAPE can be met in a virtual program. When student needs can be met, special education teachers provide special instruction through the online program, and facilitate ongoing development of student IEPs.

**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 to 21.

### **Early Childhood Services**

For preschool age students with disabilities, a full continuum of services is offered, ranging from monitoring in the general education setting, to more intensive special education programming. Preschool students with disabilities have access to Regular Early Childhood Programs. At this time, this program is a private community preschool for 3 year old students and a public preschool for 4 year old students. The district provides a certified ECSE teacher to monitor student IEPs in these situations. Students requiring more specialized instruction may be served in an Early Childhood Special Education Program outside of the district. The teacher providing the ECSE program will hold a valid practitioner's license issued by the Board of Educational Examiners that includes pre-kindergarten and early childhood special education. The teacher will be responsible for direct instruction, preparation of materials, adaptations and accommodations as specified in the IEP. The teacher will be responsible for implementing and monitoring the child's progress according to the IEP. The district has identified Iowa Quality Preschool Program (QPPS) as the implementation model for preschool services.

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

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 the end of the first semester by individual district special education teachers with their building principal. Iowa Connections Academy staff will evaluate caseloads ongoing throughout the school year.

In determining teacher caseloads, the CAM 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 100 total points. Iowa Connections Academy teachers may be assigned a caseload with no more than 100 total points. These caseload limits 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 students' 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 is typical to that provided to other students, provided as needed.

**One Point:** Special education teachers conduct joint planning and consultation with general education teachers or paraprofessionals or other key stakeholders 0-30 minutes/week.

**Two Points:** Special education teachers conduct joint planning and consultation with general education teachers or paraprofessionals or other key stakeholders 30-60 minutes/week.

**Three Points:** Special education teachers conduct joint planning and consultation with general education teachers or paraprofessionals or other key stakeholders more than 60 minutes/week.

### **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 requires extensive teacher-provided individualization and/or training for the student. Significant maintenance and/or upgrades for continued effective use are anticipated.

### **FBA/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

## **Early Childhood Caseload**

Preschool (ages 3-5): The local community partner preschool adheres to the Quality Preschool Program Standards (QPPS) teacher child ratios. The QPPS standards document outlines the appropriate group sizes and teacher/paraprofessional to child ratios. Additional staff are added beyond these ratios to meet student needs as outlined in IEPs. In cases of students being served in "LRE Placements," it would be expected that the QPPS teacher-child ratios would be followed.

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

A scheduled review of teacher caseloads will be conducted by the building principal by April 1 to plan for the following school year. The special education teacher will meet with the principal to attempt to resolve any caseload issues that arise. If not resolved, the Caseload Assistance Team will meet to address the issues.

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 comprise 2 teachers, a building administrator, the AEA Early Childhood Consultant for preschool caseload review, and AEA Special Education Representative for K-12 caseload review. 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? 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 in these examples:

## **Individual**

Individual student progress on IEP goals will be reviewed and discussed on a regular and ongoing basis. Progress monitoring data will be collected and recorded every 2 weeks by the special education teacher. Consultations between building general education teacher(s) along with the AEA consultant/specialist and school administrator as appropriate based on data collected. Progress of students attending Iowa Connections Academy will be reviewed and discussed on a regular and ongoing basis every 2 weeks by the special education teacher, the general education teacher(s), and Manager of Special Education along with the AEA consultant/specialist 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 interventions through RTI or special education are indicated. (Note: Changes in goals, proficiency criteria, or LRE must occur through an IEP team meeting.)

## **School: Aggregated by School and District**

Each school in the district will review student progress monitoring, formative, or summative evaluations periodically. The IEP subgroup performance in both reading and math will be reviewed and discussed by grade level teams that 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.

## **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.