



Stanton Community School District District Developed Service Delivery Plan

The Iowa Administration 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:

Katie Elwood, Special Education Director: 712-829-2162 or 712-829-2171

Plan

What was the process 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 Green Hills Area Education Agency.

Committee Members:

David Gute, Superintendent

Katie Elwood, K-12 Principal

Jennifer Reed, Green Hills AEA

Lisa Whigham, Elementary Special Education Teacher

Lacey Stephens, Secondary Special Education Teacher

Dave Snyder, General Education Teacher

Leanne Johnson, General Education Teacher

Sarah Culver, Parent

Shelly Preston, Parent

Jennifer Rains, Parent

Timeline/Meeting Dates

October 21, 2020 - Stanton School Board approved the committee members to review the district delivery plan.

November 16, 2020 - The committee met either virtually or in the school library to review the plan.

November 23, 2020 - The committee met virtually to review and continue editing the plan.

December 7th, 2020 - The committee had a final review and approved the plan.

December 11, 2020 - The plan will be made available for public comment through January 8, 2021.

January 8, 2021 - The plan will be submitted to the AEA Special Education Director

January 20, 2021 - Stanton Community School Board approves the plan prior to adoption.

How will the services be organized and provided to eligible individuals?

Early Childhood Special Education students are currently tuitioned out to neighboring districts. If in the future the district has a teacher with an early childhood special education endorsement, we would proceed with the following plan:

Regular Early Childhood Program with the teacher holding an early childhood endorsement. The student 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 early childhood education 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. The Early Childhood Program will follow the Iowa Quality Preschool Program Standards (IQPPS).

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 a general education teacher and monitoring the student's progress according to the IEP. Special education teacher time commitment is less than 5 hours per week. This communication will take place between the special education teachers and the general education teachers during professional development times on Wednesday afternoons. Parents will be notified through the IEP process and follow those guidelines from the Iowa Department of Education and the local AEA.

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. Special education teacher time commitment is between 5 and 12.5 hour per week.

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 or the support service provider 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. A trained para-professional will provide 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. The special education teacher time commitment is between 12.5 and 24 hours per week.

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. Special education teacher time commitment is more than 24 hours per week.

Remote Learning

The student receives special education support for the general education curriculum outside the general education setting. When services cannot be appropriately provided due to the student entering remote learning, services will be provided by the special education teacher or service provider according to the IEP additional I Page.

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 the 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 enrollment. In determining caseloads, a typical range will be between 30-40 points. A teacher may be assigned a caseload of no more than 40 total points. A teacher may be 10% over the caseload for no longer than a period of 8 weeks while the district makes adjustments to their caseload. This could include the district working with the staff member to compensate for additional time needed to meet the needs of students. Caseloads may be reviewed during the school year by individual district special education teachers with their building principal. In determining special education teacher caseloads, Stanton Community School District will use the following values to assign points to the caseloads of each teacher in the district:

1. How many IEP students are on your roster? (x1) _____
 2. List the number of students in each category below:
 - a. Up to 2 hours per day of direct instruction (x 1) _____
 - b. Between two and five hours per day of direct instruction ____ (x 1.25) _____
 - c. More than five hours per day of direct instruction ____ (x 1.50) _____
 3. How many roster students will have a 3-year reevaluation this year? ____ (x .25) _____
 4. How many roster students will you be planning and supervising work experience for? ____ (x 1) _____
 5. How many teachers do you co-teach with? ____ (x1) _____
 6. How many roster students are dependent upon an adult for their physical needs? ____ (x 1) _____
 7. How many students are on a Behavior Intervention Plan? ____ (x 1) _____
 8. How many associates do you collaborate with? ____ (x 1) _____
 9. How many students do you serve off-site? ____ (x 1) _____
(e.g., hospitalized, home-bound, in general education preschools, etc)
 10. How many general education classes do you teach? ____ (x2) _____
 11. How many students are using Iowa Alternate Assessment? ____ (x1) _____
 12. How many students will have a transition IEP? ____ (x.25) _____
- Total _____

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 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 consist of 2 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.

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 Stanton Community School District will examine their State Performance Plan (SPP) and Annual Progress Report (APR) data to determine priorities and develop an action plan. Individual IEP progress is monitored through the progress monitoring completed every two weeks and the four-point scale will be taken into consideration if the data falls below the individual student's aim line. If the data shows the building or district does not meet the requirements, the local DDSDP will be reviewed and revised as needed. The district will work in collaboration with the AEA and the state to meet SPP and APR requirements.