

Columbus Community Schools District Developed Service Delivery Plan for Special Education Services

May 2014



Non-Discrimination Policy Statement

It is the policy of the Columbus Community School District not to discriminate on the basis of race, color, creed, national origin, religion, sex, disability, sexual orientation, sexual identity, age, political party affiliation, or marital status in its programs, activities, or employment practices as required by the Iowa Code. There is a grievance procedure for processing complaints of discrimination. If you have any questions or a grievance related to this policy please contact the district's Equity Coordinator, Ms. Kelly Tyler, Elementary Guidance Counselor, 1212 Colton Street, Columbus Junction, IA 52738, 319-728-6218 ext. 1132, Kelly.tyler@columbuscsd.org

Question 1: What process was used to develop the special education 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, a school board member and one representative of the AEA. Committee members included the following people:

Parents of Eligible Individuals

- Rayan Chapman – Representing Roundy Elementary School
- Kirsten Shellabarger – Representing Senior High School

Special Education Teachers

- Eileen Heck – Early Childhood – Roundy Elementary School
- Jennifer Herr – Roundy Elementary School
- Sara Wellington – Roundy Elementary School
- Linda Haight – Roundy Elementary School
- Marcia Everett – Roundy Elementary
- Christina Schenk – Roundy Elementary
- Pam Braun - High School

General Education Teachers

- Nicole Kitchen – Roundy Elementary
- Kristine Kouba – Junior High School

District Administrators

- Jeff Maeder – JH/HS Principal
- Jeni Laughlin – Elementary Principal/District Curriculum Director
- Barb Chaney – RN/District Nurse
- Dr. Marlene Johnson – Superintendent/Special Education Director

AEA Representative

- Audrey Putz - AEA9 Consultant
- Nancy McGill – AEA Sector Head

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

Continuum of Services The following continuum is a range of special education instructional service options that are available to provide appropriate education programs for all eligible students, ages 3-21. At any given time, students may receive a combination of these services to best meet their needs as determined by each individual IEP. Services may be provided within the Columbus Junction district, or through contractual agreement with other districts and/or agencies. The list of services may be added to or deleted from at any given time. The list is of the current range of services provided in this district at this time.

Collaborative Services: Collaborative services are defined as specially designed instruction provided by a certified special education teacher to an individual student with a disability, or to a group of students with disabilities, 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.

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. The special education teacher provides these services 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.)

Reverse Consultation: In rare cases Reverse Consultation will be used to deliver Specially Designed Instruction for students at the secondary level. This consists of having a core content teacher serve as a content consultant to the special education teacher. The IEP team on an individualized basis should make this determination. The general education core content teacher will supervise the curriculum that will be taught in the pullout class by the special education teacher. The general education teacher will assign the student's content grade; provide content strategies and assessments, problem-solve concept attainment, etc. General education and Special education teachers will work in partnership for the education of the student. Both teachers will be equally responsible for the support of the student and their learning. Teachers will have regular and frequent consultation and keep a log.

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. Pullout 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 Pullout 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.

Early Childhood Special Education: Early childhood programs are all special education programs with full integration. These services are defined as a regular early childhood program that has been accredited by the National Association for the Education of Young Children (NAEYC) and follows their preschool program standards. All special education services are provided 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 prekindergarten and early childhood special education. The teacher with this dual endorsement is responsible for specially designed instruction, preparation of materials, adaptations and accommodations as specified in the IEP, and for implementing and monitoring the child's progress according to the IEP.

ACCESS Programs: The ACCESS Program provides transition support to participating Area Nine School Districts for students with IEPs enrolling in classes at any of the Eastern Iowa Community Colleges (Clinton, Muscatine, Scott). ACCESS can assist districts by participating in the transition planning process with the IEP team, providing information about EICCD programs and related career options, helping students connect with college and community services, providing one-on-one assistance to students as they work toward IEP goals, and preparing students to transition to independence in college and/or the workforce.

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?

Preschool teacher caseloads (ages 3-5) will meet the criteria (in appendix) of the NAEYC Preschool Program Standards regarding maximum class size and teacher-child ratios.

For other Columbus students, the AEA assigns a weighting for each student based on the intensity of services provided to that student. The categories used for weighting are Curriculum Modifications, Specially Designed Instruction Related to All Goal Areas Regardless of the Setting, Support for School Personnel and LRE Efforts, and Supplementary Aids and Services/Specialized Transportation. (Please see the Weighting Matrix in the appendix.)

Matrix Points Caseload Weighting

0-5 points on Matrix = 1 Point Caseload Weighting

6-9 Points on Matrix = 2 Points Caseload Weighting

10-12 Points = 3 Points Caseload Weighting

Based on this System, the recommended maximum caseload for a teacher is 18 points.

Each teacher is responsible for monitoring his/her own caseload throughout the school year. The Special Education Director and principals, with the input from the building's special education team, will review caseloads as necessary, at least annually.

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

Caseloads will be monitored and reviewed as needed during Columbus special education team meetings. In addition to scheduled reviews, caseload will also be reviewed under the following circumstances:

- When a specified caseload exceeds the 18-point limit.
- When the teacher, parent, administrator, or AEA personnel express a concern about the ability of the teacher to effectively perform the essential functions of the job due to the teacher's caseload.

PROCEDURAL STEPS TO RESOLVE CONCERNS

1. Informal problem solving strategies in relation to caseload concerns will be explored. This may include, but not limited to, schedule adjustments, change of responsibility teacher, program support, and other building level options.
2. If the concern is not resolved satisfactorily with informal problem solving, a **Caseload Review Request form**, found in the appendix, will be completed and submitted to the Special Education Director.
3. The Special Education Director and teacher will review and discuss the Caseload Review Request Form within 10 school days. Attempts to resolve the concern will be documented with minutes of the meeting kept. Columbus encourages a team approach to resolve the concern, possibly involving the AEA, general education teachers, other special education teachers, other principals, associates, etc.
4. Within ten (10) school days, the Special Education Director will review the request with the building's team members. A written recommendation will be provided within seven (7) school days of the meeting.
5. Upon receipt of the Superintendent's recommendation, the teacher and team members will:
 - Accept and implement the Superintendent's recommendation OR
 - Appeal in writing to the AEA Director of Special Education.
6. The AEA Director/designee will meet with the personnel involved and will provide a written final decision within ten (10) school days.

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?

Individual: Individual student goals will be monitored and data will be graphed every two weeks in order to determine instructional changes to allow students to achieve their IEP goals. Parents/Guardians will be asked annually to evaluate the effectiveness of Columbus Community School District services. This data will be collected and reported at a building and district level.

Building: Building administration and special education teachers will annually review performance and progress in the areas of reading and math for both individual students and the IEP subgroup when compared to non-IEP students. District-wide data may include (but is not limited to) Iowa Assessments, Measure of Academic Progress (MAP), FAST, Teaching Strategies GOLD (Early Childhood), etc.

District: IEP subgroup data will be reviewed annually by the district's leadership team(s). IEP student data will also be disaggregated and examined by school level (elementary, junior and senior high). If the district meets the requirements for the state performance plan, 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 to revisit the District Developed Service Delivery Plan.

District Developed Special Education Service Delivery Plan 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 that 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 Columbus school board has approved the service delivery plan for implementation.

Plan Available for Public Comment

On Monday, May 19th, 2014, the Columbus School Board gave approval of the membership of Special Education Planning Committee and approved the review process. The work of reviewing and amending the District Developed Plan occurred from May 5, 2014- June 13, 2014.

The public was notified May 20th, 2014 that the District Developed Plan is available for public review and comment through June 9th, 2014. (This is 20 calendar days worth of public comment time?)

Public Announcements will be:

Published announcements in the Columbus Gazette

Using the district's telephone notification system called School Messenger

Electronic Versions will be:

Posted on the district's website at www.columbuscsd.org

Emailed to all Columbus Special Education Teachers

Emailed to all School Board Members

Emailed to all Building Principals

A Hard Copy of the Plan will be available at:

The Superintendent's Office

Roundy Elementary, Columbus Junior/Senior High Schools

Columbus Junction City Library

The Columbus Gazette Newspaper

All members of the team who helped develop the plan

Building Principals

Superintendent

Comments may be directed to Dr. Marlene Johnson, Superintendent. The comments must be received, or postmarked no later than June 9th, 2014.

Written comments:

Dr. Marlene Johnson, Superintendent

1208 Colton Street

Columbus Junction, IA 52738

Email comments:

marlene.johnson@columbuscsd.org

Oral comments:

Dr. Marlene Johnson – 319-728-2911

Any member of the team

Columbus will review and consider all public comments and make any necessary modifications to this plan, as appropriate. All comments and responses will be included when presented at the June 16, 2014 school board meeting and followed by a request for AEA approval on June 17, 2014.

For any questions concerning this plan please contact Dr. Marlene Johnson at the Columbus Community Schools Administration Building 319-728-2911.

Appendix

Teacher^a-Child Ratios within Group Size (Assessed in Criterion 10.B.12)

Age Category	Group Size									
	6	8	10	12	14	16	18	20	22	24
<i>Infant</i>										
Birth to 15 months ^b	1:3	1:4								
<i>Toddler/Two (12-36 months)^b</i>										
12 to 28 months	1:3	1:4	1:4 ^c	1:4						
21 to 36 months		1:4	1:5	1:6						
<i>Preschool^b</i>										
2 ½-year-olds to 3-year-olds (30-48 months)				1:6	1:7	1:8	1:9			
4-year-olds						1:8	1:9	1:10		
5-year-olds						1:8	1:9	1:10		
<i>Kindergarten^a</i>								1:10	1:11	1:12

Notes: In a mixed-age preschool group of 2½-year-olds to 5-year-olds, no more than four children between the ages of 30 months and 36 months may be enrolled. The ratios within group size for the predominant age category apply. If infants or toddlers are in a mixed-age group, then the ratio for the youngest child applies.

Ratios are to be lowered when one or more children in the group need additional adult assistance to fully participate in the program (1) because of ability, language fluency, developmental age or stage, or other factors or (2) to meet other requirements of NAEYC Accreditation.

A group refers to the number of children who are assigned for most of the day to a teacher or a team of teaching staff and who occupy an individual classroom or well-defined space that prevents intermingling of children from different groups within a larger room or area.

Group sizes as stated are ceilings, regardless of the number of staff.

Ratios and group sizes are always assessed during site visits for NAEYC Accreditation in criterion 10.B.12, which is not a required criterion.

However, experience suggests that programs that exceed the recommended number of children for each teaching staff member and total group sizes will find it more difficult to meet each standard and achieve NAEYC Accreditation. The more these numbers are exceeded, the more difficult it will be to meet each standard.

^a Includes teachers, assistant teachers–teacher aides, some exceptions may apply; see *Determining Teacher-Child Ratios Within Group Size*.

^b These age ranges purposefully overlap. If a group includes children whose ages range beyond the overlapping portion of two age categories, then the group is a mixed-age group. For mixed-age groups, universal criteria and criteria relevant to the age categories for that group apply.

^c Group sizes of 10 for this age category would require an additional adult.

^a Kindergarten refers to children enrolled in a public or private kindergarten program.

Determining Teacher-Child Ratios within Group Size

Individuals should be classified as teaching staff members based on the role they fill in the program, following the definitions in *Definitions Related to Teaching Staff Members*. With some exceptions (as noted below), only teaching staff members (teachers and assistant teachers–teacher aides) are considered when determining whether a program is meeting teacher-child ratios within group size, which is assessed in criterion 10.B.12.

Criterion 10.B.12 states, “Written procedures address the maintenance of developmentally appropriate teaching staff-child ratios within group size to facilitate adult-child interaction and constructive activity among children. Teaching staff-child ratios within group size are maintained during all hours of operation, including indoor time, outdoor time, and during transportation and field trips (when transporting children, the teaching staff-child ratio is used to guide the adult-child ratio).” This criterion is always assessed for determining NAEYC Accreditation but it is not a Required Criterion.

Exceptions When Determining Teacher-Child Ratios within Group Size

<i>Exception</i>	<i>Description</i>
Program Administrator	A program administrator fulfilling the responsibilities of a teaching staff member may be counted.
Substitute	An adult substituting for a teaching staff member may be counted.
Special Subject Teachers or Other Ancillary Professionals	When an ancillary professional (such as a music teacher, art teacher, or librarian) is providing a planned activity for one hour or less, that person may be counted toward the teaching staff ratio but does not need to be included in other reporting requirements for teaching staff.
Nap Time	When two or more adults must be present during naptime, at least one of the adults present must be a teacher or assistant teacher–teacher aide (for example, a group of 5–8 infants would require at least two people, one of which is a teacher or assistant teacher–teacher aide, to be present to meet the ratio). Additional adults may be staff members or other adults who function in a different role.
Brief Absences of Teaching Staff	Ratios are considered to remain in compliance when a staff member leaves the group without a substitute for no more than 5 minutes (e.g., to get craft supplies, talk in the hall to a parent, go to the bathroom, etc.). If a teaching staff member is absent for more than 5 minutes but less than 20 minutes (e.g., to take children to the bathroom, to administer first aid, to take a personal break), the ratio is considered to remain in compliance when another adult who is not part of the teaching staff substitutes for the staff member.

Weighted Enrollment Factor (WEF) Matrix: Name:

Date of Birth:

District:

Building:

Date:

The IEP of each student receiving district-provided or district-financed special education services is assigned a score using the Weighted Enrollment Factor (WEF) Matrix. Students with greater special education services and supports have a higher WEF score; students with lesser special education services and supports have a lower WEF score.

NOTE: *This instrument is not to be applied to IEPs for preschool aged children. Also, there may be unique circumstances (e.g., 4+ programs, substantial health needs, need for a hearing interpreter, need for a one-on-one licensed teacher, one-time costs, etc.) in which weightings will be assigned using other processes (see guidance).*

1. Curriculum & Goals. Use score of highest rated area. Reference IEP Pages B, Goals, F & G.			Score (0, 1, 2, or 3):
Zero Points Student is functioning in the general curriculum at a level similar to peers.	One Point Student is functioning in the general curriculum 1-2 years below peers or Student has goals in 1 or 2 goal areas (see guidance) that are the primary responsibility of district special education personnel.	Two Points Student is functioning in the general curriculum 3 or more years below peers, or Student has goals in 3 or more goal areas (see guidance) that are the primary responsibility of district special education personnel.	Three Points Curriculum that reflects the Iowa Core essential elements is required for meaningful instruction. Alternate assessment is used to measure progress in one or more areas (literacy, math, science).
2. Specially Designed Instruction related to all goal areas regardless of setting. Reference IEP Page F.			Score (0, 1, 2, or 3):
Zero Points Student requires no specially designed instruction	One Point Specially designed instruction regardless of setting that is delivered by a special education teacher for 55% or less of the school day. Could include teaching, co-teaching, and collaborative instruction.	Two Points Specially designed instruction regardless of setting that is delivered by a special education teacher for 56% to 85% of the school day. Could include teaching, co-teaching, and collaborative instruction.	Three Points Specially designed instruction regardless of setting that is delivered by a special education teacher for 86% to 100% of the school day. Could include teaching, co-teaching, and collaborative instruction.
3. Support for School Personnel & LRE. Use score of highest rated area. Reference IEP Page F.			Score (0, 1, 2, or 3):
Zero Points Collaborative planning provided is typical for all students.	One Point Special education teachers engage in collaborative planning for 1 hour or less per month with district personnel (e.g., general education teacher, paraprofessional, guidance counselor, nurse) to support involvement and progress in the general education curriculum, or Special education teachers conduct collaborative planning with 1 district personnel (e.g., general education teacher, paraprofessional, guidance counselor, nurse) each month.	Two Points Special education teachers engage in collaborative planning for more than 1 hour and up to 2 hours per month with district personnel (e.g., general education teacher, paraprofessional, guidance counselor, nurse) to support involvement and progress in the general education curriculum, or Special education teachers conduct collaborative planning with 2 to 3 district personnel (e.g., general education teacher, paraprofessional, guidance counselor, nurse) each month.	Three Points Special education teachers engage in collaborative planning for more than 2 hours per month with district personnel (e.g., general education teacher, paraprofessional, guidance counselor, nurse) to support involvement and progress in the general education curriculum, or Special education teachers conduct collaborative planning with more than 3 district personnel (e.g., general education teacher, paraprofessional, guidance counselor, nurse) each month.
4. Student Assistance & Support/Specialized Transportation. Reference IEP Pages F, & G.			Score (0, 1, 2, or 3):
Zero Points Student assistance and transportation are similar to peers.	One Point An adult, other than the child's teacher(s), is needed for an academic, health, behavioral, or access purpose for 55% or less of the school day, or Transportation needs require a special route.	Two Points An adult, other than the child's teacher(s), is needed for an academic, health, behavioral, or access purpose for 56% to 85% of the school day, or Transportation needs require attendant services, or the purchase of special equipment for safe transportation on a vehicle.	Three Points An adult, other than the child's teacher(s), is needed for an academic, health, behavioral, or access purpose for 86% to 100% of the day, or a. Requires specialized route and attendant services, or b. Requires specialized vehicle (e.g., with lift device)
Sum the four scores derived from the Weighted Matrix to determine a level of service:			Total Score:
<ul style="list-style-type: none"> • Level I: 1-5 points • Level II: 6-9 points • Level III: 10-12 points 			Assigned Level:

Reviewer initials:

09/12/13

Caseload Review Request Form

Name: _____ Date: _____

Briefly describe the concern:

List the attempts taken to resolve concern. Please attach supporting documents as appropriate.

List the team members you would like involved in this Caseload Review Process.

Requesting a Caseload Review

- Complete this form and submit to building administrator
- Attach copy of Teacher Caseload Report
- The person requesting the review is responsible for gathering all relevant information to support the request. This information might include, but is not limited to:

Roster exceeds point maximum
Collaborative/co-teaching assignments
Number of IEPs
Age span of students
Amount of direct instructional contact time with students

Schedule and instructional groupings
Number of buildings
Intensity of services documented in the IEPs
Time needed for collaboration
Amount of time required in supervision of associates

The Special Education Director and the teacher will review and discuss the Caseload Review Request Form within 10 school days. Attempts to resolve the concern will be documented. Columbus encourages a team approach to resolving concerns, possibly using the AEA, principals, general education teachers, special education teachers, associates, etc.



Columbus
Community School District
Columbus Junction, Iowa 52738

Superintendent Response Sheet

Date:

Concern:

Notes/Review of facts:

Decision: