

# Chariton

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



**Revised Spring 2021**

## District Developed Special Education Service Delivery Plan Chariton Community School District

### Question 1: 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 AEA.

Members of the committee include:

Angie Wilson, MS special education  
Jeanna Snook, HS special education  
Anson Bonte, MS Principal  
Melissa Caudill, special education  
Alan Schwarte, GPAEA Regional Director  
Larry Achenbach, Superintendent  
Stephanie Coalbank, Pk special education  
Josh Morgan, 3-5 Elementary Principal  
Missy Atwell, 3-5 parent  
Jenny Narber, HS parent

Jennifer Poling, K-2 special education  
Jerry Revalee, MS general education  
Ann Aulwes, 3-5 general education  
Justin Sharp, HS general education  
Derek Philips, Pk-2 Principal/Spec Ed Dir.  
Stephanie Book, K-2 general education  
Angie Mark, Pk general education  
Ashley Drukenmiller, MS parent  
Gabby Hall, Pk-2 parent  
Tracy Hall, HS Principal

Dates of board action:

March 10, 2021– Initial approval of draft to be posted for public comment  
April 12, 2021– Final approval of plan

Meeting dates for committee:

March 11, 2020 - Initial committee meeting  
December 9, 2021 – Discussion of delivery model and Caseload  
January 13, 2021 – Discussion of Caseload review, program evaluation  
January 27, 2021 – Finalize Plan for Board review and to be posted for public comment

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

#### Continuum of Services Chariton CSD

**Minimal Support:** The student receives specially designed instruction and supports from a certified special education teacher. Services provided by the special education teacher could be delivered through joint planning, collaborative instruction, co-teaching and/or direct instruction.

Special education teacher time commitment is less than 5 hours per week or less than 2.5 hours per week for early childhood special education.

**Targeted Support:** The student receives specially designed instruction and supports from a certified special education teacher. Services provided by the special education teacher could be delivered through joint planning, collaborative instruction, co-teaching and/or direct instruction. Special education teacher time commitment is between 5 to 15 hours per week for school-age and between 2.5 to 6 hours per week for early childhood special education.

**Sustained Support:** The student receives specially designed instruction and supports from a certified special education teacher. Services provided by the special education teacher could be delivered through joint planning, collaborative instruction, co-teaching, and/or direct instruction. Special education teacher time commitment is more than 15 hours per week for school-age and 12 hours per week for early childhood special education.

**Regular Early Childhood Program with Teacher holding Dual Endorsements** (i.e., Endorsement 100: Teacher-Prekindergarten through grade three, including special education). The child 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 prekindergarten 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.

**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

**NOTE** – The Regular Early Childhood Program serving children within the Chariton CSD adheres to the Iowa Quality Preschool Program Standards (QPPS).

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

The maximum class size and teacher-child ratio for the Chariton CSD Early Childhood Special Education (ECSE) teacher will meet the criteria of the Iowa Quality Preschool Program Standards.

The caseload for the ECSE teacher will be tentatively set in the spring for the following year. The caseload may be modified based on summer registration and actual fall enrollments. The caseload will be reviewed at least once per semester. Those participating in the caseload review will include the ECSE teacher, the building administrator, and/or the special education coordinator.

## **Chariton Community School District Caseload (PK-12)**

### **Caseload Determination Process**

In determining caseloads, the Chariton Community School District will use the assigned weighting of each IEP and will then determine the corresponding level of the IEP (Level 1, 2 or 3). In order to determine caseloads, each level will be converted to points with a Level 1 = 1 point, Level 2 = 2 points, and Level 3 = 3 points. The total number of points per teacher roster will be used to determine caseloads. A teacher may be assigned a caseload with no more than 25 total points. This caseload limit may be exceeded by no more than 10% for a period of no more than nine weeks if doing so does not present the affected teacher's ability to provide the services and supports specified in his or her students' IEP.

### **CCSD Caseload Determination**

Caseloads will be tentatively set in the spring (May 15th) for the following school year. Caseloads may be modified based on summer registration and actual fall enrollments. Caseloads will be reviewed at least once per semester 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 Chariton Community School District will use the above outlined caseload determination process.

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

### ***Resolving Concerns Regarding Caseloads***

Caseloads will be reviewed according to the outlined schedule listed immediately below by individual LEA special education teachers with their building principal or special education director. In addition to scheduled reviews, caseload will also be reviewed when the teacher has a concern about his or her ability to implement the IEP as written due to caseload.

- By September 15th of each academic year

- By January 30th of each academic year
- By May 15th to plan for the following academic year.

### ***Requesting a Caseload Review***

- 1) All requests must be in writing (email, letter, etc.).
- 2) Requests should initially be given to an individual's principal/supervisor.
- 3) A caseload review committee will be appointed to serve as a review team in collaboration with the district special education director or superintendent.
- 4) Members of the caseload review committee will include:
  - a) District Special Education Director/superintendent
  - b) A PreK - 5 OR 6-12 administrator
  - c) A PreK - 5 OR 6-12 special education teacher
  - d) A PreK - 5 OR 6-12 general education teacher
  - e) AEA Regional Director

**Note** - the teacher requesting the caseload review and that requesting teacher's supervisor will not be seated as a member of the Caseload Review Committee.

- 5) The person requesting the review is responsible for gathering relevant information to support their request. This information may 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 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/supervisor tries to resolve the concern at this point.
4. If the caseload concerns cannot be satisfactorily resolved, the request is then sent to the district Director of Special Education who will appoint a caseload review committee.
5. Within 10 working days, the caseload review committee will review the request and give a recommendation to the individual's principal/supervisor.
6. Upon receipt of the caseload review committee's recommendation, the principal will review the information and discuss it with the individual.
7. Within 10 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 District Special Education Director or Superintendent who may involve the AEA Director of Special Education.
9. The District Special Education Director will meet with the personnel involved and will provide a written decision.

**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 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 their Part B Indicators from the state, IGDIS, MAP data, and Iowa Assessments to determine priorities and develop an action plan. If the district meets the 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 AEA to revise the delivery system.

### **Assurances**

X 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.

X The district assures the school board has approved the development of the plan for creating a system for delivering specially designed instructional services.

X The district assures prior to the school board adoption, this delivery system was available for comment by the general public.

X 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).

X The district assures the AEA Special Education Director verified the delivery system is in compliance with the Iowa Administrative Rules of Special Education.

X The district assures the school board has approved the service delivery plan for implementation.