

# **Tri-County's Special Education Delivery**

## **Plan**

**2021**

## **Question #1: What process was 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”. The group of individuals who developed the system included parents of eligible individuals, special education teachers, general education teachers, administrators, and representative(s) of the AEA.

**Board Action was taken on the following date:**  
**September 15th**

### **Committee Members**

General Education Teachers, Andy Thomas  
and Dara Fisher

Special Education Teacher: Sabrina Ryan  
and Mary Brainard

AEA Representative, Amy Molyneux

General Education Parent, Kylie  
McDonald

Principal Jennifer Berg

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

**Consulting Teacher Services:** Consulting Teacher services are defined as indirect services provided by a certified special education and or an Early Childhood 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 non-disabled students. These services are provided by the special education teacher and general education teacher in partnership to meet the content and skill needs of students in the general education classroom. Teachers may co-plan and prepare the lesson, provide the instruction to smaller groups, and/or instruct different components of the content. The effectiveness of services provided through co-teaching has a strong research base and previous history at Tri-County has shown benefits to students receiving these services.

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

**Pull-Out Services** Pull-Out services are defined as direct specially designed instruction including ECSE Programs provided to an individual student with a disability or a group of students with disabilities by a certified special education and/or ECSE 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. Pull-out 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 Pull-out settings does not supplant the instruction provided in the general education classroom.

**Special Class:** Special Class services including ECSE 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 and/or ECSE 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 institution). This means the student is receiving his or her primary instruction separate from non-disabled peers.

Tri-County will provide access to this continuum for all eligible individuals based on their IEP. Services including ECSE may be provided within the district or through contractual agreement with other districts and/or agencies.

**Notes**

- The continuum includes services for eligible individuals ages 3 years of age to 21 years of age.
- Early childhood education classrooms will follow the standards of Quality Preschool Programming (QPPS) for class size.
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**Question #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 are reviewed annually by individual district special education and early childhood special education teachers with their building principal and special education consultant.

In determining special education teacher/ECSE caseloads, the Tri-County School District will use the following values to assign points to the caseloads of each special education teacher in the district.

**A teacher may be assigned a caseload with no more than 50 points.**

**1 point:** Each IEP for which the teacher is responsible for IEP writing, IEP meetings, progress monitoring and reporting to parents.

**1 point:** Each student provided up to two hours per day of direct instruction by the teacher.

**1.25 points:** Each student provided between two and five hours per day of direct instruction by the teacher.

**1.5 points:** Each student provided more than five hours per day of direct instruction by the teacher.

**0.25 points:** Each student who will have a three-year reevaluation during the current school year.

**1 point:** Each student for whom the teacher plans and supervises work experience.

**1 point:** Each teacher with whom the special education teacher/ECSE co-teaches.

**1 point:** Each student who is dependent on an adult for physical needs (toileting, handicap accessibility, etc.).

**1 point:** Each student who has a behavior intervention plan (BIP).

**1 point:** Each paraprofessional with whom the special education/ESCE collaborates.

**0.5 points:** Each regular classroom teacher with whom the special education teacher/ESCE collaborates beyond the regular contract day. Special education teachers will log the time spent in collaboration with regular classroom teachers outside the contract day.

**1 point:** Each student served off-site (e.g., hospital, homebound, general education preschool, academy, RISE, vocational rehabilitation, etc.)

Early childhood education classrooms will follow the standards of the Quality Preschool Programming (QPPS) for class size.

### **Caseload**

- 1.) How many IEP students are on your roster?
- 2.) List the number of roster students in each category below for direct instruction: Up to 2 hours per day Between 2 and 5 hours per day \_\_\_x 1.25 More than five hours per day x 1.50
- 3.) How many roster students will have a 3-year reevaluation?
- 4.) How many roster students do you plan/supervise work experience?
- 5.) How many roster students are dependent on an adult for physical needs?
- 6.) How many roster students are on a BIP?
- 7.) With how many associates do you collaborate?
- 8.) With how many teachers do you collaborate outside the contract day?.
- 9.) How many roster students do you serve off-site?

Total Points

### **IEP Goals**

**Zero Points:** The student has IEP goals instructed by another teacher or service provider.

**One Point:** The student has 1-2 IEP goals.

**Two Points:** The student has 3 IEP goals.

**Three Points:** The students have 4 or more IEP goals.

### **Specially Designed Instruction**

**Zero Points:** Students require no specially designed instruction.

**One Point:** 25% or less on 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 typical for that provided for all students.

**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.

### **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.

**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.

### **Functional Behavior Assessment (FBA)/Behavior Intervention Plan (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.

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

**Resolving Caseload Concerns** A scheduled review of caseloads will be evaluated by the Building Principal annually.

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 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.

#### Requesting a Caseload Review

- All requests must be in writing
- Requests should initially be given to the principal
- A CAT committee will be appointed annually to serve as a review team in collaboration with the principal

The person requesting the review is responsible for gathering relevant information to support their request. This information might include, but is not limited to:

**IEPs** Schedule and instructional groupings  
Collaborative/co-teacher assignments Number of buildings

At any time, a teacher may request a caseload review by submitting, in writing, the request to the principal. The 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.

**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?

Tri-County will examine their SPP/APR data to determine priorities and develop an action plan. If the district meets SPP/APR 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.

### **Assurances**

Tri-County CSD assures it provides a system for delivering instruction 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:

The provision of accommodations and modifications to the general education environment and program, including settings and programs in which eligible individuals ages 3 through 5 receive specially designed instruction, including modification and adaptation of curriculum, instructional techniques and strategies, and instructional materials.

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.

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.

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.

Tri-County CSD assures the school board has approved the development of the plan for creating a system for delivering specially designed instructional services.



**Tri-County CSD assures that prior to the school board adoption, this delivery system was available for viewing and downloading on the school website: [www.tri-countyschools.com](http://www.tri-countyschools.com)**

Tri-County CSD assures the delivery system plan was developed by a committee that included parents of eligible individuals, special education teachers, general education teachers, administrator, and at least one AEA representative (selected by the AEA Special Education Director).

Tri-County CSD assures the AEA Special Education Director verified the delivery system is in compliance with the Iowa Administrative Rules of Special Education.

Tri-County CSD assures the school board will approve the service delivery plan for implementation.