

**Lone Tree Community  
School**

**District Developed  
Service Delivery Plan  
2013-2014**

## ***Procedure for Development of System***

“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 Grant Wood AEA.”

# *Lone Tree Community School District*

## **Mission Statement**

- In partnership with the community, Lone Tree Community School will develop productive, lifelong learners whose goals are academic and vocational success.

## **District Belief Statement**

- Students have a right and responsibility to learn.
- Parents have a right and responsibility to be actively involved in their child's education.
- Education must be student focused and must adapt to a changing world.
- Students deserve the highest quality of education.
- Education must function in an ethical environment.
- Students are distinct individuals with common and unique needs.
- Education is a community responsibility.
- Learning is a lifelong process preparing children to successfully function in a complex society.
- Schools must be inclusive – representing the entire community.

## **District Belief Statement for Special Education Services**

### **Lone Tree Community School.....**

- will provide an equal opportunity for all students to succeed.
- will provide assistance to and collaboration with general education teachers to create a learning environment for all students.
- will provide for unique, learning opportunities allowing students with special needs to become independent, responsible, and productive members of society.
- will make accommodations to meet the needs of all students.
- will integrate special education services into general education when possible.
- will maintain a foundation of equal opportunity intervention.
- will meet compliance requirements of the state and federal governments.
- will provide special education students with school-to-work experiences when it is appropriate.
- will create a climate that values all diversity.
- will provide awareness training to other students.

## *Statement of Assurance*

- The district assures that it provides a system which includes a full continuum of services and placements for delivering instructional services to address the needs of eligible individuals from age three to age 21. Lone Tree Community School shall provide:
  - (1) Accommodations and modifications to the general education environment and program including settings and programs in which eligible individuals from age three through age five receive specially designed instruction. Specially designed instruction may include modification and adaptation of curriculum, instructional techniques and strategies, and instructional materials.
  - (2) Specially designed instruction and related activities through a cooperative effort by special education teachers and general education teachers in the general education classroom.
  - (3) Specially designed instruction on a limited basis by a special education teacher within the general education classroom or in an environment other than the general classroom including consultation with general education teachers.
  - (4) Specially designed instruction to eligible individuals with similar special education instructional needs organized according to the type of curriculum and instruction being provided and the severity of the educational needs of the eligible individuals being served.
- The district assures the Lone Tree Community School Board of Education has approved the development of a district plan creating a system for the delivery of specially designed instructional services.
- The district assures that prior to school board adoption, the system of delivery was available for comment by the general public.
- The district assures that the delivery system plan was developed by a committee including 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 that the delivery system plan 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.

## *K–12 Continuum of Services*

- A. Secondary learning center support services:** The Lone Tree Community School District operates a Learning Center Model to support all students at the secondary level (Grades 6-12) including students with IEP's. Once the student's IEP is developed, it is the responsibility of the Special Education Teacher to design instruction, implement learning activities, and monitor student progress on IEP goals. Instruction may be delivered by a number of teachers under the direction of the Special Education Teacher. These teachers may include the Secondary Special Education Teacher, Secondary English/LA Teacher, Secondary Math Teacher, or a Paraeducator. (One Point: 0-60 student contact minutes with the special education teacher per day)
- B. Middle school learning center support services:** The Lone Tree Community School District operates a Learning Center Model to support all students at the middle school level (Grades 6-8) including students with IEP's. Once the student's IEP is developed, it is the responsibility of the Special Education Teacher to design instruction, implement learning activities, and monitor student progress on IEP goals. Instruction may be delivered by a number of teachers under the direction of the Special Education Teacher. These teachers may include the Middle School Special Education Teacher, Secondary English/LA Teacher, Secondary Math Teacher, or a Paraeducator. (One Point: 0-60 student contact minutes with the special education teacher per day)
- C. 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. (One Point: 0-60 student contact minutes with the special education teacher per day)
- D. 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 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 through models such as collaborative teaching/learning or co-teaching. The special education teacher/service provider is responsible for monitoring the student's progress on IEP goals. (One Point: 0-60 student contact minutes with the special education teacher per day)
- E. Pull-out services:** Pull-Out services are defined as direct, specially designed instruction to an individual student with a disability or to a group of students with disabilities by a certified special education teacher. The goal is to provide supplementary instruction that cannot otherwise be provided to the student during regular instructional 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 a Pull-out settings does **not** supplant the instruction provided in the general education classroom. (Two Points: 61-120 student contact minutes with the special education teacher per day)
- F. 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. (Three Points: 121-180 student contact minutes with the special education teacher per day)

**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 from age three to age 21.

## ***Early Childhood Continuum of Services***

- A. Early childhood classroom with consultation/accommodations:** The student is served in the early childhood general education classroom with consultation and support from the early childhood special education teacher. The early childhood teacher is responsible for direct instruction, testing, grading, and behavioral management as specified in the IEP. The early childhood special education teacher support may include assisting the early childhood teacher with the design and preparation of materials, adaptations, and accommodations. The early childhood special education teacher is responsible for monitoring the student's progress toward IEP goals. (One Point: 0-60 student contact minutes with the early childhood special education teacher per day)
- B. Early childhood classroom with direct special education support in the general education classroom:** The student receives special education support in learning the general education curriculum in the general education setting. The special education teacher, support service provider, or 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 through models such as collaborative learning/teaching or co-teaching. The early childhood special education teacher/service provider is responsible for monitoring the student's progress toward IEP goals. (One Point: 0-60 student contact minutes with the early childhood special education teacher per day)
- C. Pull-out services:** Pull-Out 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 early childhood special education teacher. Services provide supplementary instruction that cannot be provided during the student's regular instructional 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 consultation services with the teacher or collaborative/co-teaching services. The specially designed instruction provided in Pull-out settings does **not** supplant the instruction provided in the early childhood classroom. (Two Points: 61-120 student contact minutes with the early childhood special education teacher per day)
- D. Early childhood classroom with direct special education support outside the early childhood classroom:** The student receives special education support for the early childhood curriculum outside the early childhood classroom setting. When the services cannot be appropriately provided in the early childhood classroom 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 early childhood special education teacher/service provider is responsible for monitoring the student's progress toward IEP goals. (Three Points: 121-180 student contact minutes with the early childhood special education teacher per day)

**Notes:**

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 (i.e. early childhood programs in the community).

Early childhood special education and regular early childhood programs providing instructional services to children on an IEP must implement Preschool Program Standards as defined by the Iowa Department of Education. In the District Developed Service Delivery Plan, the district must address how instructional services are provided in placements that meet Preschool Program Standards.

6

### ***Determining Caseload***

A description of caseload for special education teachers will be determined and regularly monitored to ensure that every IEP is fully implemented (4184(2)b(2)).

- a) The caseload of teachers will be closely monitored by the individual special education teacher and tracked quarterly by the building principal and regional facilitator assigned to Lone Tree.
- b) The special education teachers will be considered an ***Instructional Team***. A maximum caseload for the ***team*** will be considered the full-time equivalency of teachers times (X) 25 points; calculated according to the Continuum of Services page.

### ***Monitoring and Resolving Caseload Concerns***

A scheduled review of teacher caseloads will be conducted by the building principal three times each year. Caseloads are monitored in September, January, and April.

When the caseload for the team exceeds an average of 25 points per teacher, a review will be considered. The review meeting will include the special education teachers, the AEA special education consultant, and the building principal. This team will discuss the issue and identify strategies for resolution. The building administrator will provide a decision within four weeks of the meeting.

Teachers may request a caseload review if there appears to be an overload. The teacher must notify the building principal in writing when requesting a review. A decision is made by the building principal in writing within ten days of the request using the same review process as above. If the teacher is still concerned about the caseload, the teacher may submit a written request for a joint review by the Superintendent and AEA Regional Administrator. The decisions will be communicated in writing within ten working days.





## **Process for Evaluation of Program Effectiveness**

In the Spring of each year, the Superintendent will convene a Lone Tree Community School District Committee of administrators, special education teachers, general education teachers, and parents of students with special needs. The district will examine their SPP/APR data to determine the 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. The committee will address service needs, program effectiveness, and staff development issues. Recommendations will be provided to the school district at that time re: need for changes in the special education delivery system.

Every five years the Department of Education will provide a site visit at the Lone Tree Community School District. Part of this effort will be an in depth examination of special education services. Recommendations will be provided to the School district at that time regarding need for changes in the special education delivery system.