

District Developed Special Education Service Delivery Plan (DDSDP)

Draft for Review September 17, 2015

Date of Board Action: September 22, 2015

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, and Area Education Agency representatives.

Review Committee Members:

Pre-School:

Karen Gnam

Tracy Frush

Elementary

Special Education Teachers:

Louis Elbert

Shauna Sandau

General Education Teachers:

Jill Hans

Tonya Clark

Principals:

Casey Moran

Mark Schuldt

Parent:

Amy Wyant

AEA:

Amanda Halstead

Secondary

Special Education Teacher:

Alison Kennedy

Jenny Nettles

General Education Teachers

Sandy Leaders

Cynthia Onkka

Principals:

Bridgette Bellows

Chad Bartlett

Parent:

Lisa Milbrath

AEA

Lynn Thompson

Colleen Dupuis

District Special Education Staff

Becky Zorn

Betsy Babbitt

Peggy Pavlik

Description of how the plan will be communicated to others:

- IEP team discussions
- Present to teachers, administrators, and staff through regular professional development
- Distribute brochure to parents or other interested parties
- Include on the district web page

Addition Information:

- Professional development with general and special education staff focuses on maintaining rigorous curriculum aligned to the Iowa Core or Iowa Early Learning Standards for Preschool
- Students with IEPs participate in district assessments the same as non-IEP peers to evaluate grade level progress aligned to the Iowa Core unless identified as participating in Alternate Assessment on the IEP
- Service delivery descriptions and actual services are based on student need as determined by data collection and analysis, including progress monitoring data
- Schools have created a culture of accommodation and inclusion through the following:
 - PowerSchool notification (“Green Book”) listing instructional and testing accommodations
 - Staff participation in team meetings and PLCs focusing on student performance
 - Professional development on differentiating instruction for student with special needs
 - Include general education teachers in the development of the IEP

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

Services for all eligible students are determined by the IEP team which includes the parent, student when appropriate, general and special education teachers, local education agency representative (LEA) and other support staff as needed. Services are provided along a continuum based on the least restrictive environment (LRE) for each student.

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 to 21. Within the continuum listed below, the Early Childhood Special Education Services (ages 2 years, 9 months to 5 years) are provided in the district preschool programs which meet one of the following:

- Quality Preschool Program Standards (QPPS)
- National Association for the Education of Young Children (NAEYC)
- Head Start Standards

Continuum of Service:**Consultation**

Indirect service is provided by a special education teacher for students with IEPs in the general education setting. The general education teacher adjusts the learning environment, strategies, and/or materials to meet individual needs. There is regular communication between general education and special education teachers about instructional accommodations. Students with IEPs have accommodations, and progress monitoring of goals is the responsibility of the special education teacher.

Collaborative Service

Direct, intermittent service is provided by the special education teacher in the general education classroom based on student IEPs. Co-planning between general and special education teachers on delivery, instruction, assessment, and curriculum accommodations occurs as needed based on student IEP. General education teacher is responsible for professional duties and following student accommodations on a daily basis; special education teacher may provide services on a periodic basis. Students with IEPs have accommodations, and progress monitoring of goals is the responsibility of the special education teacher.

Co-Teaching in the General Education Classroom

General and special education teachers in partnership have direct daily joint responsibilities in the classroom. Both the special education and general education teachers are responsible for planning for implementation of accommodations and curriculum changes as needed for each student with an IEP. Students with IEPs have accommodations, and progress monitoring of goals is the responsibility of the special education teacher.

Pull-out Content Class

The student receives support for the general education curriculum in a separate classroom for students with IEPs. When service cannot be delivered in the general education class, the student will receive some or all services in a separate educational setting or Early Childhood Special Education Program. These services can include, but are not limited to, special classes, special schools, home instruction and instruction in hospitals and other outside agencies. The special education teacher/service provider is responsible for monitoring the student's progress on IEP goals as determined by the IEP team. This service can include the following classes:

- Pull-out content classes in math, reading, and language arts (K-12)
- Pull-out content classes in science and social studies (9-12)
- Essential Math and/or Essential English/Language Arts classes

Specialized Programs

These programs are designed for students who have more intense needs in areas of instruction, class size, and adult/student ratio. Students in specialized programs are not able to be integrated into the general education setting for all or part of the school day. The Program Referral Team reviews placement for the following programs.

- Autism Program
- Behavior Support Program (PRT not required at secondary level)
- Extended Learning Program (PRT not required at secondary level)
- Therapeutic Learning Program
- ½ Day Early Childhood Special Education Classroom (all students in this classroom receive specially designed instruction) with a teacher who is dual endorsed in special education and general education.
- ¾ Day Early Childhood Special Education Classroom (all students in this classroom receive specially designed instruction) with a teacher who is dual endorsed in special education and general education

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

The district special education department shall monitor and evaluate caseload data three times a year to generate norms for individual buildings. Certified and noncertified staff will be assigned based on the last review of the previous academic year. Allocation of certified and noncertified staff will be predicted in the spring of the previous academic year through collaboration among Department of Human Resources, individual buildings, and special education department. Modifications to caseloads can be made based on actual fall enrollment.

Early Childhood Special Education caseloads will take into account the type and intensity of services, either by direct service and/or by Least Restrictive Environment (LRE) monitoring outside of the classroom. These caseloads will be reviewed monthly as needed.

The district is targeting average teacher caseloads as follows:

- 1 to 12 at the elementary level
- 1 to 15 at the middle school
- 1 to 18 at the high school level
- Early Childhood Special Education caseloads will meet the criteria of the teacher/child ratios established in Iowa Quality Preschool Program Standards (QPPS), National Association of Young Children, (NAEYC), or Head Start standards.

Adjusted allocations will be available for buildings with designated district programs (specialized programs). Principals will be responsible for determining duties and responsibilities of both teachers and paraeducators based on student IEPs.

When implementing specific caseloads and duties of licensed staff, the building principal shall take into account grade levels served, number of students per teacher, severity of student needs, time needed for collaboration,

amount of direct instructional contact time with students, amount of time required for supervision of paraeducators, and availability of Area Education Agency (AEA) support services or other consultative resources.

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

Step 1:

A teacher with a caseload concern shall first bring the matter informally to the attention of the building principal or principal designee (department chair).

Step 2:

- If an informal review does not address the teacher's caseload concern, the teacher shall bring the matter in writing to the attention of the building principal.
- The teacher requesting the review is responsible for gathering relevant information to support his/her request. This information might include, but is not limited to:
 - Individualized Education Plans
 - Schedule and instructional groupings
 - Collaborative and co-teaching assignments
 - Amount of time required for supervision of paraeducators

Step 3

Within 30 calendar days of receipt of the concern:

- The building principal shall review the caseload of the presenting teacher in comparison to other caseloads in the building and in light of the service requirements of Individualized Education Plans.
- The building principal will investigate resolution at the building level.

Step 4

If the building principal cannot resolve the issue at the building level:

- The building principal shall consult with the district Special Education Director and the Green Hills Regional Administrator assigned to the building.
 - The essential decision shall focus on the ability of the presenting teacher to deliver the services required by the Individualized Education Plan.
 - The principal, in conjunction with the Regional Administrator and the district Special Education Director, shall consider whether or not a problem actually exists.
- If there is a decision that caseload prevents the presenting teacher from providing required services, the following solutions shall be examined but not limited to:
 - Reallocation of students among existing special education teachers in the building.
 - Redistribution of paraeducators in the building.
 - Review and consideration of any or all non-IEP responsibilities.
 - Review roles of AEA support staff relative to program support and consultation.
 - Review of goals and objectives to determine progress towards reintegration to the general education environment.
 - **Note:** If changes in the student's IEP are contemplated, the IEP team must be reconvened.

Step 5

If no resolution is possible at the building level:

- The district Special Education Director shall contact the Department of Human Resources.

- Special Education Director and Department of Human Resources shall render a joint decision regarding the allocation of additional resources and the timeline for allocation of those resources.
- No later than 30 calendar days after the initial receipt of the concern, the building principal shall communicate to the presenting teacher the caseload review decision.

Question 5: How will the delivery system for eligible individuals meet the targets identified in the state's performance plan? How will the delivery system for eligible individuals address needs identified by the state in any determination made under Chapter 41? What process will be used to evaluate the effectiveness of the delivery system for eligible individual?

The district will examine their State Performance Plan (SPP)/Annual Progress Report (APR) data to determine priorities and develop an action plan. In order to meet the State Performance Plan/Annual Progress Report (SPP/APR) goals, accountability will be addressed in the following ways:

- Individual student IEP goal progress monitoring
 - Individual student progress on IEP goals will be reviewed and discussed on a regular and on-going basis by the special education and general education teacher(s) along with the AEA consultant/specialist and school administrator as appropriate. The purpose of this review is to determine if adequate progress is being made, if any adjustment in instruction is needed, or if other targeted or intensive interventions are indicated. (**Note:** Changes in goals, proficiency criteria, or LRE must occur through an IEP team meeting.)
- Aggregation of progress monitoring and summative evaluations for groups of students at both school and district levels
 - Each school in the district will review student progress monitoring, formative, or summative evaluations on a regular and on-going basis. The IEP subgroup performance in both reading and math will be reviewed and discussed by grade level teams which include both general and special education teachers. Subgroup achievement, growth, and the achievement gap will be included as items for discussion and planning. Schools with a subgroup achievement gap will develop a school-based plan to close the achievement gap by grade level in each school.
- Examination of disaggregated subgroup achievement and SPP/APR data
 - At the district level, IEP subgroup data for each school, along with the plans as described above, will be reviewed on an annual basis by the district's leadership team. IEP student data will also be disaggregated and examined by school level (elementary, middle, high). In addition, the district will examine their SPP/APR data to determine priorities and develop an action plan as needed. If the district meets SPP/APR requirements, both procedural and performance, 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.

Meanings of abbreviations:

Abbreviation	Meaning
AEA	Area Education Agency-a state agency that partners with public and nonpublic schools to help students, school staff, parents and communities meet educational challenges
APR	Annual Progress Report-identifies the progress the district has made to meet the requirements of the State Performance Plan
IEP	Individual Educational Plan-a document identifying the eligibility, educational needs, and services provided by special education
NAEYC	National Association for the Education of Young Children
LRE	Least Restrictive Environment-the greatest extent possible to educate an eligible child with non-eligible peers
PLC	Professional Learning Community-a team of teachers focused on a professional agenda to improve instruction
PRT	Program Referral Team-a district level professional team that reviews placement of students into specialized programs
QPPS	Quality Preschool Program STandards
SPP	State Performance Plan- a document that illustrates how the state will continuously improve upon implementation of the requirements and purposes of the Individuals with Disabilities Act of 2004