

Central Decatur Community School District

District Developed Service Delivery Plan

2018

This plan is available to the public on the Central Decatur Community School website. Copies are available for public review in the Elementary and MS/HS offices. This has been communicated to the public through posting on the district website. The board reviewed and acted on this plan on June 11, 2018.

The Development Group consists of the following members:

Chris Coffelt, Superintendent
Amy Whittington, Prek - 6 Principal
Rudy Evertsen, MS/HS Principal
Juliette Kline, CD Special Education Director
Lynne Skinner, Special Education Teacher
Tracy Andrews, Special Education Teacher
Bailey Cornett, Preschool Special Education Teacher
Britta Stowater, General Education Teacher
Chad Ray, General Education Teacher
Cassie Havlik, Parent
Rebecca Hamilton, Green Hills AEA Special Education Consultant

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 Green Hills AEA.

Continuum of Services

- **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 non-disabled students. These services are provided by the special education teacher 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.
- **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 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 provided to an individual student with a disability or to 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. 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 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. This means the student is receiving his or her primary instruction separate from non-disabled peers.

For Preschool:

- Regular Early Childhood Program = Less than 50 percent children with disabilities; and
- Early Childhood Special Education Program = More than 50 percent children with disabilities.
- Central Decatur uses the Iowa Early Learning Standards and the Creative Curriculum.

Notes:

1. Students may receive different services at multiple points along the continuum based on the IEP.
2. 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.
3. The continuum includes services for eligible individuals ages 3 – 21.

Caseload Determination

Caseloads will be tentatively set in the spring for the following year. Caseloads may be modified based on summer registration and actual fall enrollments. Individual district special education teachers with their building principal and/or special education coordinator will review caseloads as needed or requested.

In determining teacher caseloads, the Central Decatur Community School District will use the following values to assign points to the programs of each eligible individual receiving an instructional program in the district.

An ECSE teacher may be assigned a caseload with no more than **130** total points. A K-12 teacher may be assigned a caseload with no more than 130 total points. This caseload limit may be exceeded by no more than 10% for a period of no more than six weeks, if doing so does not prevent the affected teacher's ability to provide the services and supports specified in his/her student's IEPs. At this time, the principal or supervisor will try to resolve the case. *See "Resolving Concerns About Caseload."*

ECSE CASELOAD

Curriculum

Zero Points: Student is functioning in the general education curriculum at a level similar to peers.

Two Points: Student requires modifications to the general curriculum.

Three Points: Significant adaptation to grade level curriculum requires specialized instructional strategies. Alternate assessment is used to measure progress.

IEP Goals

Zero Points: Student has IEP goals instructed by another teacher or service provider.

Two Points: The student has 1 or more IEP goals.

Three Points: The student has goals in all areas (communication, social emotional development, academic goals).

Specially Designed Instruction

Zero Points: Student requires no specially designed instruction.

Two Points: Up to 74% of instruction is specially designed and/or delivered by special education personnel.

Three Points: 75% – 100% of instruction is specially designed and/or delivered by special education personnel.

Planning and Consultation

Zero Point: Joint planning typical for that provided for all students.

Two Points: Special education teachers conduct joint planning with up to three (3) general education teachers or paraprofessional over the course of each month.

Three Points: Special education teachers conduct joint planning with more than three (3) general education teachers or paraprofessionals over the course of each month.

Paraprofessional Support

Zero Points: Individual support needed similar to peers

Two Points: Additional individual support from an adult is needed for up to 74% of the school day.

Three Points: Additional individual support from an adult is needed from 75% to 100% of the school day.

Assistive Technology

Zero Points: Assistive technology use is similar to peers.

Two Points: Assistive technology requires teacher provided individualization and/or training for the student. This includes PECS.

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.

FBA/BIP/Re-Eval/ECHO

Zero Points: Student requires no FBA or BIP. Student does not require transition or re-evaluation paperwork.

Two Points: Requires two (2) to four (4) hours monthly for assessing, planning, data collection and communication with others OR student requires ECHO paperwork and / or re-evaluation paperwork.

Three Points: Requires more than four (4) hours monthly of assessing, planning, data collection and communication with others.

Caseload

Teacher: _____ Student: _____

	Curriculum	IEP Goals	Specially Designed Instruction	Joint Planning and Consultation	Paraprofessional Support	Assistive Technology	FBA/BIP
Zero Points	Student is functioning in the general education curriculum at a level similar to peers.	Student has IEP goals instructed by another teacher or service provider.	Student requires no specially designed instruction.	Joint planning typical for that provided for all students.	Individual support needed similar to peers.	Assistive technology use is similar to peers.	Student requires no FBA or BIP
Two Points	Student requires significant modifications to the general curriculum.	Student has one (1) or more IEP goals.	Up to 74% of instruction is specially designed and/or delivered by special education personnel.	Special education teachers conduct joint planning with up to three (3) general education teachers or paraprofessionals over the course of each month.	Additional individual support from an adult is needed for up to 74% of the school day.	Assistive technology requires teacher-provided individualization and/or training for the student.	Requires two (2) to four (4) hours monthly for assessing, planning, data collection and communication with others OR student requires ECHO paperwork and/or re-evaluation paperwork.
Three Points	Significant adaptation to grade level curriculum requires specialized instructional strategies. Alternate assessment is used to measure progress.	The student has goals in all areas (communication, social emotional development, academic goals).	75% to 100% of instruction is specially designed and/or delivered by special education personnel.	Special education teachers conduct joint planning with more than three (3) general education teachers or paraprofessionals over the course of each month.	Additional individual support from an adult is needed from 75% to 100% of the school day.	Assistive technology requires extensive teacher-provided individualization and/or training for the student. Significant maintenance and/or upgrades for continued effective use are anticipated.	Requires more than four (4) hours monthly for assessing, planning, data collection and communication with others.

Point Total: _____

K-12 CASELOAD

Curriculum

Zero Points: Student is functioning in the general education curriculum at a level similar to peers.

One Point: Student requires limited modifications to the general curriculum.

Two Points: Student requires significant modifications to the general curriculum.

Three Points: Significant adaptation to grade level curriculum requires specialized instructional strategies. This includes program modifications.

Alternate assessment is used to measure the progress.

IEP Goals

Zero Points: Student has IEP goals instructed by another teacher or service provider.

One Point: Student has 1-2 IEP goal areas.

Two Points: Student has 3 IEP goal areas.

Three Points: Student has 4 or more IEP goal areas.

Specially Designed Instruction

Zero Points: Student requires no specially designed instruction.

One Point: 49% or less of instruction is specially designed and/or delivered by special education personnel.

Two Points: 50%-74% of instruction is specially designed and/or delivered by special education personnel.

Three Points: 75% – 100% of instruction is specially designed and/or delivered by special education personnel.

Joint Planning and Consultation

Zero Point: Joint planning typical for that provided for all students.

One Point: Special education teachers conduct joint planning with one (1) general education teacher or paraprofessionals over the course of each month.

Two Points: Special education teachers conduct joint planning with two (2) to three (3) general education teachers or paraprofessional over the course of each month.

Three Points: Special education teachers conduct joint planning with more than three (3) general education teachers or paraprofessionals over the course of each month.

Paraprofessional Support

Zero Points: Individual support needed similar to peers.

One Point: Additional individual support from an adult is needed for 49% or less of the school day.

Two Points: Additional individual support from an adult is needed for 50%-74% of the school day.

Three Points: Additional individual support from an adult is needed for 75%-100% of the school day.

Assistive Technology

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.

FBA/BIP/Re-Eval

Zero Points: Student requires no FBA or BIP. Student does not require transition or re-evaluation paperwork.

One Point: Requires limited time assessment, planning, data collection and communication with others (not more than two (2) hours per month) OR Student requires transition and/or re-evaluation paperwork.

Two Points: Requires two (2) to four (4) hours monthly for assessing, planning, data collection and communication with others.

Three Points: Requires more than four (4) hours of assessing, planning, data collection and communication with others.

Caseload

Teacher: _____ Student: _____

	Curriculum	IEP Goals	Specially Designed Instruction	Joint Planning and Consultation	Paraprofessional Support	Assistive Technology	FBA/BIP
Zero Points	Student is functioning in the general education curriculum at a level similar to peers.	Student has IEP goals instructed by another teacher or service provider.	Student requires no specially designed instruction.	Joint planning typical for that provided for all students.	Individual support needed similar to peers.	Assistive technology use is similar to peers.	Student requires no FBA or BIP
One Point	Student requires limited modifications to the general curriculum.	Student has 1 to 2 IEP goals.	49% or less of instruction is specially designed and/or delivered by special education personnel.	Special education teachers conduct joint planning with one (1) general education teacher or paraprofessional over the course of each month.	Additional individual support needed for 49% or less of the school day.	Assistive technology requires limited teacher-provided individualization and/or training for the student.	Requires limited time assessment, planning, data collection and communication with other (not more than two (2) hours per month)
Two Points	Student requires significant modifications to the general curriculum.	Student has three (3) IEP goals.	50% - 74% or less of instruction is specially designed and/or delivered by special education personnel.	Special education teachers conduct joint planning with two (2) or three (3) general education teachers or paraprofessionals over the course of each month.	Additional individual support needed for 50% to 74% of the school day.	Assistive technology requires extensive teacher-provided individualization and/or training for the student.	Requires two (2) to four (4) hours monthly for assessing, planning, data collection and communication with others.
Three Points	Significant adaptation to grade level curriculum requires specialized instructional strategies. Alternate assessment is used to measure progress.	Student has four (4) or more IEP goals.	75% to 100% of instruction is specially designed and/or delivered by special education personnel.	Special education teachers conduct joint planning with more than three (3) general education teachers or paraprofessionals over the course of each month.	Additional individual support needed from 75% to 100% of the school day.	Assistive technology requires extensive teacher-provided individualization and/or training for the student.	Requires more than four (4) hours for assessing, planning, data collection and communication with others.

Point Total: _____

Resolving Concerns About Caseload

Individual LEA special education teachers with their building principal and/or special education coordinator will review caseloads at least twice per year. In addition to scheduled reviews, caseloads will also be reviewed under the following circumstances:

- ◆ When a specified caseload is exceeded. If the caseload limit is or will be exceeded by 10% for a period of six (6) weeks, then a review may be requested in writing.
- ◆ When a teacher has a concern about his or her ability to effectively perform the essential functions of his or her job due to caseload.
- ◆ Regular Early Childhood Program
 - Regular Early Childhood program and Early Childhood Special Education programs shall meet the criteria of the Preschool Program Standard being implemented regarding maximum class size and teacher to child ratios.

Requesting a Caseload Review

- ◆ All requests must be in writing.
- ◆ Requests should initially be given to an individual's principal/supervisor.
- ◆ A committee will be appointed annually to serve as a review team in collaboration with the building principal/supervisor.
- ◆ 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-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 your principal/supervisor.
3. The request is reviewed for clarification with your 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 caseload committee.
5. Within 15 working days, the caseload committee will review the request and give a recommendation to the individual's principal/supervisor.
6. Upon receipt of the committee's recommendation, the principal will review the information and discuss it with the individual.
7. Within 10 working days, the principal will meet 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 AEA Director of Special Education.

9. The AEA Director/designee will meet with personnel involved and will provide a written decision.

Meeting Individual Needs

The district will examine their State Performance Plan for Special Education (SPP) and Annual Progress Report (APR) data to determine priorities and develop an action plan. The district will work in collaboration with the Iowa Department of Education and Green Hills AEA.

Evaluation Effectiveness

If the district meets SPP and APR requirements, the delivery system will be considered effective. If the district does not meet requirements, the district will review its action plan and revise it, as needed. The district will work in collaboration with the Iowa Department of Education and Green Hills AEA.

Purpose

Dependent upon any needs indicated by data or determination assigned by the State, the district will examine the District Developed Plan to determine if a revision to the plan is warranted in order to effect the desired change.

Districts will need to evaluate the effectiveness of their delivery system to determine if it is leading to improved outcomes for eligible individuals.

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
- Aggregation of progress monitoring and summative evaluations for groups of students at both school and district levels
- Examination of disaggregated subgroup achievement and SPP/APR data

The ways of evaluating the effectiveness of the delivery system are detailed below in these examples:

Individual

Individual student progress on IEP goals will be reviewed and discussed on a regular and ongoing basis (every 2 weeks) 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 through MTSS or special education are indicated. (Note: Changes in goals, proficiency criteria, or LRE must occur through an IEP team meeting.)

School: Aggregated by School and District

Each school in the district will review student progress monitoring, formative, or summative evaluations every 9 weeks. 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; thus, impeding progress toward meeting the district SPP/APR requirements, will develop a school-based plan to close the achievement gap by grade level in each school. These plans will be monitored at the school every semester and at the district level at the end of each school year. In the event that this process creates the need to revise the DDSDP, the district will follow the process to revise and readopt the DDSDP.

District: Disaggregated by School Levels

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 building's leadership team. IEP student data will also be disaggregated and examined by school level (pk, 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.