

East Sac County CSD

District Delivered Special Education Delivery System (DDSDP)



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”

Planning

11/19/2020 Meeting with SPED teachers, AEA rep and administrators set up for 12/7; members listed below

12/7/2020 Caseload Determination checklist was revised based on recommendations from the committee’s special education teachers.

1/20/2021 Meeting with committee for revisions

??/??/???? Final copy provided to School Boards of East Sac County

12/7/2020 The Special Education District Service Plan review Committee met on December 7, 2020 to review the current plan and develop a proposal for the entire committee to discuss

Elementary Special Education Teacher: Tiffany Freimuth, Jodie McAndrew, April Jurgens

Middle School Special Education Teacher: Rebecca Eslick, Val Buse, Wade Fridley, Robyn Cromwell

HS Special Education Teacher: Nancy Stark, Kerri Eichhorn

Elementary Principal: Sara Pibal

Middle School Principal: Dennis Olhausen

Superintendent: Jeff Kruse

AEA Representative: Molly Elston

1/20/2021 The group of individuals who approved the plan for community members to comment on, the East Sac County CSD Board of Education to approve, and the Director of Special Education to approve included parents of eligible individuals, special education teachers, general education teachers, administrators, and a representative of the AEA. This group met 1/20/2021

Committee

High School Principal--Kevin Litterer

Middle School Principal--Denny Olhausen

Elementary Principal--Sara Pibal

Parent for elementary and high school--Steph Erpelding

Parent for middle school--Amy Clair

Gen ed teacher--Bonnie Mueggenberg

HS Special Education Teacher-- Kerri Eichhorn

MS Special Education Teacher--Rebecca Eslick

Elementary Special Education Teacher --Jodie McAndrew or Tiffany Freimuth

How will the service be organized and provided services to eligible individuals?

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 nondisabled students. These services are provided by the special education teacher and general education teacher in partnership to meet the content and skills needed 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 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 program 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 institutions). This means the student is receiving his or her primary instruction separate from non-disabled peers.

Regular Early Childhood Program with Teacher holding Dual Endorsements: 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.

Early Childhood Special Education Program: These services are defined as direct specially designed

instruction provided to an individual 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 (including, but not limited to special classes, special schools, home instruction, and instruction in hospitals and institutions). This means the student is receiving his or her primary instruction separate from non-disabled peers.

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.
- The East Sac County CSD is meeting the Preschool Program Standards defined by the Iowa Department of Education. East Sac County CSD implements the Iowa Quality Preschool Program Standards (IQPPS).

The district will provide access to this continuum for all eligible individuals based on their IEPs. Services may be provided within the district or through contractual agreement with other districts and/or agencies. Early childhood special education and regular early childhood programs at East Sac County Schools will implement Iowa Quality Preschool Program Standards (IQPPS) as defined by the Iowa Department of Education for instructional services to children on an IEP. Those standards will include the Iowa Early Learning Standards.

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

Method #1: Caseload Determination by Goal Areas

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 will be reviewed at least twice during the school year by individual district special education teachers with their building principal and/or special education coordinator. A "full" teacher caseload will be considered to be 60 total points. If a teacher's caseload exceeds this number, the teacher and the building principal will meet to discuss whether the teacher is able to provide the services and supports specified in his or her students' IEPs. If the teacher is able to do so, no further action is needed. If the teacher is unable to provide the services and supports specified in his or her students' IEPs, a plan of action will be developed. If the teacher is not satisfied that the plan of action will meet the requirements of his or her students' IEPs the teacher may initiate the process for resolving caseload concerns that is described in this plan.

1. How many IEP students are on your roster? _____
2. List the number of students on your roster in each goal area below:

- a. 1 goal area _____ x 1 _____
- b. 2 goals areas _____ x 1.25 _____
- c. 3-4 goals areas _____ x 1.5 _____
- d. More than 4 goals areas _____ x 1.75 _____

3. For how many students **not** on your roster do you provide SDI and/or progress monitoring?

- a. 1 goal _____ x 1 _____
- b. 2 goals _____ x 1.25 _____
- c. 3-4 goals _____ x 1.5 _____

4. How many of your IEPs will be re-evaluations this year? _____ x1 _____

5. How many students on your roster have alternate assessment? _____ x1 _____

6. How many students on your roster with alternate assessment are grades 3-6? _____ x1 _____

7. With how many adults do you provide collaborative services (points can be dependent on the amount of collaboration required for that content area)?

- a. Gen ed teachers (content area) _____ x1 _____
- b. AEA specialists (OT/PT, audiologist, speech path.) _____ x.5 _____

8. How many students on your roster are dependent upon an adult for their physical needs?
_____ x1 _____

9. How many students do you serve off-site? (e.g., hospitalized, home-bound, in general education preschools) _____ x1 _____

10. How many students have a minor behavior need (including adaptive behaviors, CICO)?
(there are behavior accommodations on p. F) _____ x .25 _____

11. How many students have a moderate behavior need? (BIP present, significantly disruptive, moderate destruction of property, significantly interfering with peer relationships or academics) _____ x .5 _____

12. How many students have a severe behavior need? (BIP present and a safety issue, physical aggression, self-injury, dangerous to others, safety plan, Chapter 103 reports) _____ x 1 _____

13. For how many associates do you provide direction? _____ x1 _____

14. How many students on your roster require adaptive technology (eg. switches, speaking

devices, FM systems, visual technology) ? _____ x1 _____

15. How many students on your roster require transition services

(ages 16-21) _____ x 0.25 _____

(ages 13-15) _____ x 0.15 _____

16. With how many teachers do you co-teach (planning and actively teaching together)?

_____ x1 _____

Total _____

Note: The caseload for early childhood special education teachers does not follow the caseload determinations for K-12 special education teachers. Instead the guidelines as stated in the Iowa Quality Preschool Program Standards (IQPPS) document will be followed.

Terms

Adaptive Behavior--(not aggressive or flight behavior) this is behavior that impairs a student's ability to successfully interact socially or academically (i.e. anxiety, depression, executive function, lack of social awareness) Adaptive Technology--communication adaptations beyond what all students receive (i.e. PECS book, speech-to-text, large display for visual impairment, gait trainer)

Alternate Assessment--embedded instruction and assessment through DLM

Collaborative Services--(not co-teaching) working with another provider who has primary responsibility.

Goal Area--Content area focus (reading, writing, math, behavior)

Safe Place/Break Space--as defined in the student's IEP accommodations

SDI Teaching Block--a period of 50-60 minutes or multiple times combined to equal that amount.

Teacher Directions for Completing the Worksheet.

Print the teacher's name and the date of the document preparation on the top lines.

On the blank to the right of each statement enter the number that accurately reflects the response based on IEPs. (If services are being provided and are needed, this is a cue to amend the IEP.) All blanks must have a numeral, even if that is 0.

When all blanks are filled, add the far right column and enter the total at the bottom of the column. The teacher & building principal will review this together and determine if further action is required (circle yes or no). If further action is required, a meeting will be set up and notes from that meeting will be attached. (See [District Developed Service Delivery Plan](#) Section 4: Caseload Resolution Procedures)

Signatures from the special education teacher and the building principal designate that this caseload was reviewed.

What procedures will a special education teacher in the district use to resolve caseload concerns?

Resolving Caseload Concerns

A scheduled review of teacher caseloads will be conducted by the building principal as follows:

1. at the beginning of the school year;
2. by November 30; and
3. by April 1 to plan for the following school year
4. or requested by a concerned parent, student, teacher, administrator, or AEA personnel about the ability of the teacher to effectively perform the essential functions of the job due to caseload.

Procedural Steps to Resolve Concerns

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.
3. The request is reviewed for clarification with the principal. The principal 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. The committee shall consist of a special education teacher from each building, a building administrator, AEA representative, and/or the district special education director.
5. Upon receipt of the committee's recommendation, the principal will review the information and discuss it with the individual.
6. Within 10 working days, the principal will meet with the individual and provide a written determination indicating a solution.
 - The individual accepts the solution or
 - Appeals in writing to the Superintendent who will respond within 10 working days.
7. If the person requesting the review does not agree with the determination, he or she may appeal to the AEA Director of Special Education or designee.
8. The AEA Director of Special Education or designee will meet with personnel involved and will provide a written decision within 5 working days.

How will the district's delivery system for eligible individuals meet the targets identified in the state's performance plan? Will the delivery system for eligible individuals address needs identified under Chapter 41? What process will be used to evaluate the effectiveness of the delivery system for eligible individuals?

Individual

Individual student progress on IEP goals will be graphed, reviewed and discussed on a regular and on-going basis every 2 weeks by the special education teacher and discussed with the general education teacher and the AEA consultant/specialist and school administrator as appropriate.

School: Aggregated by School District

Each school in the district will review student progress monitoring, formative, or summative evaluation every 4 weeks. The subgroup performance in both reading and math will be reviewed and discussed by grade level teams which includes both general and special education teacher. Subgroup achievement, growth, and the achievement gap will be included as items for discussion and planning.

District: Disaggregated by School Levels

At the district level, subgroup data for each school 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 school, high school). In addition, the district will examine their Annual Progress Report data to determine priorities and develop an action plan as needed. If the district meets Annual Progress Report 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 AEA.