

# **Tri-Center Community School District**

## **District Developed Special Education Service Delivery Plan**

### ***1. What was 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 from Green Hills AEA as follows:

Amy Wingert, Early Childhood Special Education Teacher  
Judy Wiggins, General Education Teacher  
Machenzie Hoffman, Elementary Special Education Teacher  
Audree Redinbaugh, Elementary Special Education Teacher  
Wendy Wellman, Elementary General Education Teacher  
Jami Bertelsen, Elementary Principal  
Kim Krohn, Middle School Special Education Teacher  
Jessica McMains, Secondary Special Education Teacher  
Bobbi Munch, Secondary Special Education Teacher  
Shelly Sorenson, Middle School General Education Teacher  
Margaret Lilley, High School General Education Teacher  
Robert and Katie Morton, Parent of student receiving special education services  
Katie and Ben Ausdemore, Parent of student receiving special education services  
Meghan Wilson, Green Hills AEA School Psychologist  
Angela Radloff, Green Hills AEA Special Education  
Chad Harder, Secondary School Principal  
Angela Huseman, Superintendent

The Tri-Center District Developed Service Delivery Plan will be available on the Tri-Center District Website.

### ***2. How will services be organized and provided to eligible individuals?***

- 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 as follows:

**Regular Early Childhood Program with Teacher holding Dual Endorsements.** The student is served in the regular early childhood classroom by a teacher who holds a valid practitioner's license issued by the Board of Educational Examiners, which includes

prekindergarten and early childhood special education. The teacher is responsible for direct instruction, preparation of materials, adaptations, accommodations, and modifications 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. The Early Childhood Program will follow the Iowa Quality Preschool Program Standards (QPPS) or National Association for the Education of Young Children (NAEYC) Accreditation.

**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, accommodations, and modifications. The special education teacher is responsible for monitoring the student's progress on IEP goals.

**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 or co-teaching. The special education teacher/service provider is responsible for monitoring the student's progress on IEP goals.

**General Education with direct special education support/instruction outside the general education classroom.** The student receives special education support/instruction 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 (i.e. specially designed instruction) 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.

**Self-Contained Special Education 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 (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. The special education teacher/service provider is responsible for monitoring the student's progress on IEP goals.

### ***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 may be reviewed during the school year by individual district special education teachers with their building principal and/or special education coordinator. Preschool caseloads meet the criteria set forth in the NAEYC Preschool Program Standards regarding maximum class sizes and teacher-child ratios.

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

A teacher may be assigned a caseload with no more than 40-60 total 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 instructional periods per day of direct instruction by the teacher

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

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

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

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

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

**1.25 points:** Each student who is dependent on an adult for physical needs

**1.5 points:** Each student who has a behavior intervention plan (BIP)

**1 point:** Each paraprofessional with whom the special education teacher collaborates

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

**1 point:** Each student for which the special education teacher must collect data for Alternate Assessment

## Caseload Determination

1. How many IEP students are on your roster? \_\_\_\_\_
  2. List the number of students in each category below:
    - a. Up to 2 instructional periods per day of direct instruction \_\_\_\_\_
    - b. Between two and five instructional periods per day of direct instruction \_\_\_\_\_ x 1.25 \_\_\_\_\_
    - c. More than five hours of instructional periods per day of direct instruction \_\_\_\_\_ x 1.50 \_\_\_\_\_
  3. How many students on your roster will have a 3-year reevaluation this year? \_\_\_\_\_ x .25 \_\_\_\_\_
  4. For how many roster students will you be planning and supervising work experience? \_\_\_\_\_
  5. With how many teachers do you co-teach? \_\_\_\_\_
  6. How many students on your roster are dependent upon an adult for their physical needs? \_\_\_\_\_ x 1.25 \_\_\_\_\_
  7. How many students are on a BIP? \_\_\_\_\_ x 1.5 \_\_\_\_\_
  8. With how many associates do you collaborate? \_\_\_\_\_
  9. How many students do you serve off-site? \_\_\_\_\_  
(e.g., hospitalized, home-bound, in general education preschools, etc)
  10. How many students will you be collecting data for Alternate Assessment? \_\_\_\_\_
- Total** \_\_\_\_\_

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

- All requests must be in writing
- Requests should initially be given to an individual's principal
- The building principal will designate committee members to serve on the caseload review committee consisting of :
  1. One special education teacher from other buildings in the district.
  2. One AEA support person serving any building in the district.
- The person requesting the review is responsible for gathering relevant information to support his/her request. This information might include, but is not limited to:
  - IEPs and I-Plans
  - Schedule and instructional groupings
  - Collaborative/co-teaching assignments
  - Number of classrooms/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 the principal.
3. The request is reviewed for clarification with your 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 review committee.
5. Within 10 working days, the caseload review committee will review the request and give a recommendation to the individual's principal.
6. Within 5 working days of receipt of the committee's recommendation, the principal will review the information and provide a written determination to the individual.
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.
8. The AEA Director/designee will meet with personnel involved and will provide a written decision.

***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 individuals?***

In order to meet the State Performance Plan/Annual Progress Report goals, accountability will be addressed in the following ways:

**Individual student IEP goal progress monitoring** – Individual student progress on IEP goals will be reviewed on a regular and on-going basis (minimum of every 2 weeks) by the special education teachers. AEA staff and school administrators will collaborate and support as appropriate. Teachers will evaluate student progress monitoring graphs and determine if an adjustment in specially designed instruction is needed. Progress monitoring graphs can be accessed/reviewed on the Web IEP system by administrators as needed.

**Aggregation of progress monitoring and summative evaluations for groups of students of the district** – Each building in the district will review student progress monitoring, formative, and/or summative evaluations 3 to 4 times per year. 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. Sub-group achievement, growth, and the achievement gap will be included as items for discussion and planning. Buildings with a subgroup achievement gap, thus, impeding progress toward the district ESSA requirements, will develop a school-based plan to close the achievement gap by grade level. These plans will be monitored by building each semester and at the district level at the end of the school year. If a need for revision of the DDSDP is necessary, the district will follow the steps to revise and readopt the DDSDP.

**Examination of disaggregated subgroup achievement and ESSA data** – At the district level, IEP subgroup data for each school, along with the plans as described above, will be reviewed annually by the district leadership team. IEP student data will be disaggregated and examined by building. The district will also examine its district data to determine priorities and develop an action plan as needed. If the district meets ESSA 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.

## **Assurances**

- ☒ The district assures it provides a system for delivering instructional services, including a full continuum of services and placements to address the needs of eligible individuals age 3 to 21, and shall provide for the following:
  - (1) The provision of accommodations and modifications to the general education environment and program, including settings and programs in which eligible individuals age 3 through 5 receive specially designed instruction, including modification and adaptation of curriculum, instructional techniques and strategies and instructional materials.
  - (2) 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.
  - (3) 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.
  - (4) 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.
- ☒ The district assures the school board has approved the development of the plan for creating a system for delivering specially designed instructional services.
- ☒ The district assures that prior to the school board adoption, this delivery system was available for comment by the general public.
- ☒ The district assures the delivery system plan was developed by a committee that included parents of eligible individuals, special education teachers, general education teachers, administrators, and at least one AEA representative (selected by the AEA Special Education Director).
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- X The district assures the AEA Special Education Director verified the delivery system is in compliance with the Iowa Administrative Rules of Special Education.
- X The district assures the school board has approved the service delivery plan for implementation.

## Timeline

The following timeline was followed in the development of the district's service delivery plan:

<b>Date</b>	<b>Activity</b>
April 9th	The school board approves the development of the plan, and individuals on the development team
April 10 – April 23	Development team creates/revises plan
April 23 – April 30	Public comment period
May	The plan goes to the AEA Special Education Director for compliance verification
May	School board approves final District Developed Service Delivery Plan