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1082 0000-Central DeWitt School District**DDSDP-Assurances**

1. The district assures the school board has approved the service delivery plan for implementation. Yes No
2. The district assures that on every CSIP revision cycle, it will have taken the following actions concerning the District Developed Service Delivery Plan: * Development of the delivery system by a group of individuals that includes parents of eligible individuals, special education and general education teachers, administrators, and at least one AEA representative. The AEA representative will be selected by the AEA Special Education Director. * Verification by the AEA Special Education Director will verify that the delivery system is in compliance with the Iowa Administrative Rules of Special Education prior to the school board adoption. * Plan was available for public comment for 30 days prior to adoption. * Approval by the school board of the plan prior to implementation. Yes No
3. 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 aged 3 to 21, and shall provide for specially designed instruction and related activities through cooperative efforts of the special education teachers and general education teachers in the general education classroom. Yes No
4. 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 aged 3 to 21, and shall provide for 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. Yes No
5. 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 aged 3 to 21, and shall provide for 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. Yes No
6. The district assures that prior to the school board adoption, this delivery system was available for comment by the general public. Yes No
7. The district assures the AEA Special Education Director verified the delivery system is in compliance with the Iowa Administrative Rules of Special Education. Yes No
8. 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). Yes No
9. 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 aged 3 to 21, and shall provide for the accommodations and modifications to the general education environment and program, including settings and programs in which eligible individuals aged 3 through 5 receive specially designed instruction, including modification and adaptation of curriculum, instructional techniques and strategies and instructional materials. Yes No

DDSDP

1. How will the district determine and regularly monitor caseloads of special education teachers?

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. 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. In determining teacher caseloads, the Central DeWitt 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. A teacher may be assigned a caseload with no more than 150 total points. This caseload limit may be exceeded by no more than 10% for a period of no more than nine weeks, if doing so does not prevent the affected teacher's ability to provide the services and supports specified in his or her student's IEPs.

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.

Alternate assessment is used to measure progress IEP Goals

- Zero Points: Student has IEP goals instructed by another teacher or service provider.
- One Point: Student has 1-2 IEP goals.
- Two Points: Student has 3 IEP goals.
- Three Points: Student has 4 or more IEP goals.

Specially Designed Instruction

- Zero Points: Student requires no specially designed instruction
- One Point: 25% or less of instruction is specially designed and/or delivered by special education personnel
- Two Points: 26-75% or less of instruction is specially designed and/or delivered by special education personnel
- Three Points: 76 to 100% of instruction is specially designed and/or delivered by special education personnel

Joint planning and consultation

- Zero Points: Joint planning typical for that provided for all students
- One Point: Special education teachers conduct joint planning with 1 general education teacher or paraprofessionals over the course of each month
- Two Points: Special education teachers conduct joint planning with 2 to 3 general education teachers or paraprofessionals over the course of each month
- Three Points: Special education teachers conduct joint planning with more than 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 25% or less of the school day
- Two Points: Additional individual support from an adult is needed for 26% to 75% of the school day
- Three Points: Additional individual support from an adult is needed from 76% to 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 is requires extensive teacher-provided individualization and/or training for the student. Significant maintenance and/or upgrades for continued effective use are anticipated

FBA/BIP

- Zero Points: Student requires no FBA or BIP
- One Point: Requires limited time assessment, planning, data collection and communication with others (not more than 2 hours per month)
- Two Points: Requires 2 to 4 hours monthly for assessing, planning, data collection and communication with others

- Three Points: Requires more than 4 hours for assessing, planning, data collection and communication with others

2. How will the district organize and provide services to eligible individuals?

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 nondisabled 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 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 (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.

3. How will the district's delivery system for eligible individuals meet the targets identified in the State Performance Plan's indicators and the LEA determinations as assigned by the state? What process will the district use to evaluate the effectiveness of the delivery system for eligible individuals?

The District will examine their Annual Yearly Progress (AYP) data to determine priorities and develop an action plan.

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

Resolving Caseload Concerns Caseloads will be reviewed at least twice per year by individual LEA special education teachers with their building principal and/or special education coordinator. In addition to scheduled reviews, caseload 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 9 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. 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 with 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.

5. What process did the district use 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, students, special education teachers, general education teachers, administrators, and at least one representative of the AEA. The Central Community School Board approved a motion on April 8, 2009, for the Central Community School District to create a special education instructional delivery system. The system plan was developed by an AEA administrator, administrators within the district, special education and general education teachers from each building, students and parents of special needs students. The committee members met on April 13, 2009 and April 27, 2009. The plan was posted for comment on the District website from May 1, 2009 until June 1, 2009. The School Board originally approved the plan on June 10, 2009. The plan was again approved by the School Board on November 11, 2015.

6. When was this DDS DP approved by the school board?

November 11, 2015