

District Developed Special Education Service Delivery Plan (DDSDP)

Webster City Community School District

The Iowa Administrative Rules of Special Education require each school district to develop a plan for the delivery of special education services. Districts must make the plan available for public comment. If you have comments that you wish to be considered before this plan is finalized, please submit those comments to: *Dr. Mandy Ross, Webster City Community Schools, Administration Building, 820 Des Moines Street, Webster City, IA 50595*

Comments must be received by: *June 11, 2021*

Question 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 of the Prairie Lakes Area Education Agency.

Committee Members - DDSDP Team

District Administrators

Dr. Mandy Ross, Superintendent

Jama Hisler, Director of Teaching and Learning

Dan Johnson, Webster City High School Principal (grades 9-12)

Will Brock, Webster City Middle School Assistant Principal (grades 5-8)

Kelli Reis, Sunset Heights Elementary Principal (grades 2-4)

Parents

Amie Krogmeier, Parent

Heather Krusemark, Parent

Special Education Staff

Cheryl Eichler, Pleasant View Elementary School, Special Education Teacher

Mary Battazzi, Northeast Hamilton Elementary, Special Education Teacher

Amy Steen, Sunset Heights Elementary, Special Education Teacher

Sandy Ausenhus, Webster City Middle School, Special Education Teacher

Jennifer Crutcher, Webster City High School, Special Education Teacher (Iowa Alternate Assessment)

Jan Feltes, Webster City High School, Special Education Teacher

Amanda Warweg, Webster City Special Education Instructional Coach

General Education Staff

Danika Klaver, Webster City High School, General Education Teacher
Emily Pruisman, Northeast Hamilton Elementary, General Education Teacher
Megan Kostka-Dietz, Webster City Middle School, General Education Teacher

AEA 8 Representative

Jenn Peter, Prairie Lakes Area Education Agency, Regional Administrator

Timeline:

- April 13, 2021** The DDSDP Team meets to create the plan.
- May 4, 2021** The DDSDP Team, Superintendent, and Director of Teaching and Learning meets to review the draft.
- May 14, 2021** Plan reviewed by Kris Ahrens, Special Education Director, Prairie Lakes AEA.
- May 14, 2021** Plan available online and in administration building for public comment.
- June 14, 2021** Present plan to Webster City School Board for approval.

Question 2

How will services be organized and provided to eligible individuals ages 3 through 21?

Consulting Teacher Services: Consulting Teacher Services are defined as indirect services provided by a certified special education teacher to a general education teacher. The special education teacher helps adjust the learning environment and/or modify instructional methods using specially designed instructional 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/behavior instruction to a group of students with and without disabilities. These services are provided in partnership between the special education teacher and general education teacher to meet the content and skill needs of all students in the general education classroom. Examples may include teachers co-planning, dividing the class between the teachers and providing small group instruction, or teachers co-planning and then co-instructing different components of the content and should be based on student need. The effectiveness of services provided through co-teaching has 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 the Pull-Out setting does not supplant the instruction provided in the general education classroom. However, if a student is not able to succeed in a general education setting with a core content endorsed teacher, the IEP team can make a decision (per student) that the student will need services through the "reverse consultation" model (core teacher provides consultative services). This should be an exception rather than the rule, and parents, as members of the IEP team, must support that decision.

Special Class: Special Class services are defined as direct, specially designed instruction provided to an individual student with a disability or to a group of students with disabilities. These services are provided by a certified special education teacher to provide instruction tied to the Essential Elements of the Iowa Core 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 peers without disabilities.

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 through 21.

Question 3

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

Age 3 through 21

A teacher may be assigned a caseload within a range of 85-120 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 teacher's ability to provide the services and supports specified in students' IEPs. A teacher's total caseload should not exceed 12 students for preschool through fourth grade and 15 students for grades five through twelve.

Caseloads will be tentatively set in the spring for the following school year. Caseloads may be modified based on summer registration and actual fall enrollments. Caseloads will be reviewed at least three times during the school year by individual special education teachers, instructional coach, and the building principal working together as a team.

In determining teacher caseloads, the Webster City School District will use the following rubric to assign points to each eligible individual receiving special education services in the District.

WEBSTER CITY COMMUNITY SCHOOL DISTRICT CASELOAD MATRIX

TEACHER _____

STUDENT _____

- Use only the most current, validated IEP to complete this rubric.
- An accommodation is *how* a student accesses class material (curriculum same as peers). A modification is a change to *what* is taught or expected to learn.
- SDI percentage should be figured as a combination of general education and special education settings. Add all of the minutes of instruction in each box labeled “SDO” and divide by the number of minutes in the school day.
- Paraprofessional Support: If the student receives minutes in both TA and PP categories, add the number of minutes in both categories and divide by the number of minutes in the school day.

	IEP GOALS	SPECIALLY DESIGNED INSTRUCTION	PARAPROFESSIONAL SUPPORT	CURRICULUM
0 points	Student is functioning in the general curriculum at a level similar to peers.	Specially designed instruction is provided by outside agencies only.	No paraprofessional support needed.	Student is functioning in the general education curriculum at a level similar to peers. No accommodations or modifications are needed.
1 point	Student has a goal in one or two goal areas that are the primary responsibility of district special education personnel.	25% or less of instruction is specially designed and/or delivered by special education personnel.	Additional support from an adult is needed for 25% or less of the school day.	Student requires accommodations to be successful when using the general education curriculum.
2 points	Student has goals in three or more goal areas that are the primary responsibility of district special education personnel.	26-75% or less of instruction is specially designed and/or delivered by special education personnel.	Additional support from an adult is needed for 26%-75% of the school day.	Student requires accommodations and modifications to the general education curriculum.
3 points	Curriculum that reflects the Iowa Core Essential Elements is required for meaningful instruction. Iowa's Alternate Assessments are used to measure progress in all areas (literacy, math, and science).	76-100% of instruction is specially designed and/or delivered by special education personnel.	Additional support from an adult is needed from 76%-100% of the school day.	Student requires significant accommodations AND modifications (similar to those on alternate assessment) or accesses curriculum through Iowa's Alternate Assessment.

WEBSTER CITY COMMUNITY SCHOOL DISTRICT CASELOAD MATRIX

TEACHER _____

STUDENT _____

	SUPPORT FOR SCHOOL PERSONNEL	ASSISTIVE TECHNOLOGY	FBA/BIP, ADAPTIVE BEHAVIOR	HEALTH PLAN
0 points	Personnel collaboration is typical of what is provided for all students.	Assistive technology use is similar to peers (multiplication charts, pencil grips, calculator, amplification system, etc.).	No FBA/BIP or adaptive behavior goal.	No health plan needed.
1 point	Special education teacher collaborates with one general education teacher / support staff / or paraprofessional over the course of the month.	Assistive technology requires limited teacher-provided individualization and/or training for the student (text to speech software, speech to text, word prediction).	Student has a BIP or an adaptive behavior goal but no FBA.	Student has a health plan that requires minimal support by school nurse (medication administered, independent bathroom access, special diet, etc.).
2 points	Special education teacher collaborates with two to three general education teachers / support staff / or paraprofessionals over the course of the month.	Assistive technology requires extensive teacher-provided individualization and/or training for the student (visuals, and/or visual object schedules, core vocabulary, AFOs).	Student has an FBA and BIP. Student has safety concerns related to verbal aggression and eloping within the building.	Student has a health plan that requires ongoing services (diabetic monitoring, seizure monitoring, some assistance with basic needs, etc.).
3 points	Special education teacher collaborates with four or more general education teachers / support staff / or paraprofessionals over the course of the month.	Assistive technology requires extensive teacher-provided individualization and/or training for the student or significant maintenance and/or upgrades for continued effective use are anticipated for equipment (communication devices, mobility devices, etc.).	Student has an FBA and BIP. Student has physical, aggressive behavior towards, self, other people or objects and eloping outside of the building.	Student has a health plan that requires extensive services (constant nursing support, complete assistance needed for basic needs - toileting, feeding, etc.).

Total Points: _____

Question 4

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

Purpose

The purpose of this requirement is to ensure special education teachers have a way to request a review of situations that have not been addressed by the caseload review process.

Resolving Caseload Concerns

Caseloads will be reviewed at least three times per year by individual LEA special education teachers with their building principal and special education instructional coach. In addition to scheduled reviews, individual teachers may submit an email request to their building principal and special education instructional coach for a review under the following circumstances:

- The caseload of an individual teacher is exceeded by more than 10% for six weeks.
- A teacher has a concern about their ability to effectively perform the essential functions of their job due to caseload.
- A teacher's caseload exceeds 12 students for teachers preschool through fourth grade and 15 students for teachers fifth through twelfth grade.

A scheduled review of teacher caseloads will be conducted by individual LEA special education teachers with their building principal as follows:

- By September 15
- By January 20
- Begin the review by April 1 to plan for the following school year

Upon review, if there appears to be an overload, the principal will arrange a Caseload Assistance Team (CAT) meeting. The CAT will consist of three teachers (teacher requesting, special education teacher, and special education instructional coach), a building administrator, and an AEA representative. The CAT will make recommendations if there is a need for adjustments to a teacher's schedule or roster.

At any other time, a teacher may request a caseload review by submitting an email request to the building principal and special education instructional coach. The building principal must convene the CAT within five working days. A resolution and written decision must be made available to the teacher within five working days after the CAT meeting.

Question 5

How will the delivery system for eligible individuals meet the targets identified in the state's performance plan and the LEA determination as assigned by the state? What process will be used to evaluate the effectiveness of the delivery system for eligible individuals?

District administrators and staff will examine their special education district profile to review the data relative to progress indicators outlined in Iowa's School Performance Profile. District administrators will also examine the district's Iowa School Performance Profile each year to review achievement data as it pertains to students with IEPs. The data will be used to determine needs and priorities and to develop an action plan for special education instructional services when necessary.

If the district meets or exceeds Iowa School Performance Profile goals and for special education, the delivery system will be considered effective.

If the district does not meet the goals for the Iowa School Performance Profile, district staff will work in collaboration with Prairie Lakes AEA staff to develop an action plan designed to promote progress towards these goals.

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 aged three 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 aged three through twenty-one 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 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).
 - The district assures the AEA Special Education Director verified the delivery system is in compliance with the Iowa Administrative Rules of Special Education.
 - The district assures the school board has approved the service delivery plan for implementation.