

# **Wapello Community School District**

## **District Developed Service Delivery Plan (DDSDP)**

### **What process did the district use to develop the special education delivery system for eligible individuals?**

The Special Education Delivery Plan was developed in accordance with Iowa Administrative Code rule 41.408(2)“c”. The Wapello School Board approved a committee of individuals who developed the plan. This committee included, but is not limited to, parents of eligible individuals, special education teachers and general education teachers, administrators, and at least one, representative from Great Prairie Area Education Agency. This committee finalized the plan on April 5, 2023.

The Board approved committee members and roles are identified below:

- Mike Peterson, Superintendent
- Steve Bohlen, High School Principal
- Brett Nagle, Elementary Principal/District Special Education Director
- Kristin Yotter, HS and Taren Samuels, Elem; Special Education Instructors
- Allison Ruth, Elem and Karen Mairet, HS: General Education Instructors
- Shannon Salazar, Curriculum Coordinator
- Kim Kirchner, AEA Regional Special Education Director
- Jessica Nagle and Ben Lanz, Parents

### **HOW WILL SERVICES BE ORGANIZED AND PROVIDED TO ELIGIBLE INDIVIDUALS?**

#### **Continuum of Services**

**General Education with consultation.** The student is served in the general education classroom without any accommodations or modifications to the curriculum, instruction, testing or grading. The service provider is responsible for consulting with general education teachers and monitoring the student’s progress according to the IEP.

**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 and accommodations. 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 outside the general education classroom.** The student receives special education support 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 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

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education teacher/service provider is responsible for monitoring the student's progress on IEP goals.

Students may receive different services at multiple points along the continuum based on the 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 to 21.

**Regular Early Childhood Program with Teacher holding Dual Endorsements** (i.e., Endorsement 100: Teacher—Prekindergarten through grade three, including special education). 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.

## **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 will be reviewed at least twice during the school year by individual district special education teachers with their building principal or special education coordinator.

In determining teacher caseloads, the Wapello 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 90 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 impair the affected teacher's ability to provide the services and supports specified in his or her student's IEPs.

## Example 1- Caseload Determination

Teacher:

Student:

	<b>Curriculum</b>	<b>IEP Goals</b>	<b>Specially Designed Instruction</b>	<b>Joint Planning and Consultation</b>	<b>Para Support</b>	<b>Assistive Technology</b>	<b>FBA/BIP</b>
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 what is 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 – 2 IEP goals	25% or less of instruction is specially designed and/or delivered by special education personnel	Special education teachers conduct joint planning with one general education teacher or para over the course of each month	Additional individual adult support is needed for 25% or less of the school day	AT requires limited teacher-provided individualization or training for the student	Requires limited time assessment, planning, data collection and communication with others (not more than 2 hours per month)
Two Points	Student requires significant modifications to the general curriculum	Student has 3 IEP goals	26-75% or less of instruction is specially designed or delivered by special education personnel	Special education teacher conducts joint planning with 2 to 3 general education teachers or paras over the course of each month	Additional individual adult support is needed from 26% to 75% of the school day	AT requires extensive teacher-provided individualization or training for the student	Requires 2 to 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 4 or more IEP goals	76 to 100% of instruction is specially designed or delivered by special education personnel	Special education teachers conduct joint planning with more than 3 general education teachers or paras over the course of each month	Additional individual adult support is needed from 76% to 100% of the school day	AT requires extensive teacher-provided individualization or training for the student. Significant maintenance or upgrades are anticipated	Requires more than 4 hours for assessing, planning, data collection and communication with others

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### **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 or delivered by special education personnel.
- Two Points: 26-5% or less of instruction is specially designed or delivered by special education personnel.
- Three Points: 76 to 100% of instruction is specially designed 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 one 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 50% 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 or training for the student.
- Two Points: Assistive technology requires extensive teacher-provided individualization or training for the student.
- Three Points: Assistive technology requires extensive teacher-provided individualization or training for the student. Significant maintenance or upgrades for continued effective use are anticipated.

### **Functional Behavior Assessment (FBA)/Behavior Intervention Plan (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.

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## **WHAT PROCEDURES WILL A SPECIAL EDUCATION TEACHER IN THE DISTRICT USE TO RESOLVE 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:

1. When a specified caseload is exceeded. If the caseload limit is or will be exceeded by 10% for a period of 6 weeks, then a review may be requested in writing.
2. 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. The AEA Director/designee will meet with personnel involved and will provide a written decision.

## **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**

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**INDIVIDUALS ADDRESS NEEDS IDENTIFIED BY THE STATE IN ANY DETERMINIZATION 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 (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 on-going basis (every 9 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 RtI 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 week(s). 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 district's leadership team. IEP student data will also be disaggregated and examined by school level (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.