

Davis County Community School District



Special Education Delivery System Plan

Fall 2017 **Fall 2022**

Mission Statement

As a school corporation of Iowa, the Davis County Community School District, acting through its board of directors, is dedicated to promoting equal opportunity for a public education for resident students commensurate with their individual needs by sharing, in the spirit of cooperation, with the parents and

members of the district community to develop in its most precious natural resources – our children, a healthy ability to interact socially, intellectually, emotionally, and physically within their home and community.

Development Process

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 and general education teachers, administrators, and at least one representative of the AEA.

Special Education Committee

<u>Name</u>	<u>Title</u>
Teagan Padget	Teacher
David Milder	MS Principal and Director of Special Education
Robin Larrington	AEA
Stephanie Mello	Teacher
Sharylyn Marshall	Teacher
Karly Good	Parent
Kira VanWinkle	Parent
Kyle Steffen	EL Principal
Lori Dixon	Teacher

Committee Meeting – September 21, 2022

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 teacher 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, with supervision from a licensed teacher, 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. **This may include services from a special education teacher, support service provider, or trained paraprofessional, with supervision from a licensed teacher.** 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 education teacher/service provider is responsible for monitoring the student's progress on IEP goals.

Regular Early Childhood Program– Less than 50 percent children with disabilities – the child is served in an integrated 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. **The Davis County PreSchool program will follow the Iowa Quality Preschool Program Standards.**

* 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.

Caseload Determination

Caseloads will be tentatively set in the spring for the following year, by May 1. Caseloads may be modified based on summer registration and actual fall enrollment. Caseloads will be reviewed at least annually 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 35 total points at grades 9 – 12 and 35 total points at grades K – 8. If a teacher's caseload exceeds this number, the teacher and the principal and/or special education coordinator 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.

For the area of early childhood, the district will follow the IQPPS adult to child standards as defined.

In determining special education teacher caseloads, the Davis County Community School district will use the following values to assign points to the caseloads of each teacher in the district.

Points per student weighting: Take the number of students on the teacher's roster at each WEF (weighted enrollment factor), 1.72-2.21-3.74, multiplied by the WEF (weighted enrollment factor) and add them all together. *(For example, if a teacher has 10 – 1.72 students and 3 – 2.21 students on her/his roster that teacher would receive 24 points).*

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

1 .25 points: Each student for whom the teacher plans and supervises **work experience, transitions.**

1 point: Each teacher with whom the special education teacher co-plans and co-teaches in a general education setting. (Note, this does not include collaboration per the IEP)

.5 1 point: Each **student who has a** paraprofessional **assigned per their IEP** with whom the special education teacher collaborates and directly supervises and/or trains.

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

.5 point: Each IEP student served or directly supported outside of your own roster caseload.

1 point: Each student for whom the special education teacher supervises and implements an FBA/BIP through **assessing, planning, data collection, and communication with others.**

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, by September 1.
2. By May 1 to plan for the following school year.

Upon review, if there appears to be an overload, the teacher may request, and the principal will arrange, a Caseload Assistance Team (CAT). The CAT will be comprised of 4 teachers, a building administrator, and an AEA

representative. The CAT will make recommendations as to whether 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, in writing, the request to the building principal. The building principal must assemble the CAT within 5 working days. A resolution and written decision must be made available to the teacher with 5 days after the CAT meeting.

Caseload Determination Guide

1. How many total IEP students are on your roster? _____

2. List the number of students in each category weight below:
 - a. 1.72 _____
 - b. 2.21 _____
 - c. 3.74 _____
 - i. Take the # of students at each weight and multiply them by their WEF. Add them together.
 1. Record the total points here _____

3. How many students on your roster will have a 3-year reevaluation this year? _____ x .25 pt
4. For how many roster students will you be planning and supervising **Transitions**? _____ x **.25**
5. With how many teachers do you co-plan and co-teach? _____ x 1 pt
6. With how many associates do you collaborate, supervise, and train? _____ x 1 pt
7. How many students do you serve off-site? (e.g., hospitalized, home-bound, in general education preschools, MACC, Therapeutic Classroom etc.) _____ x 1 pt
8. How many IEP students NOT on your roster caseload do you serve/support _____ x .5 pt
9. **Each student for whom you supervise and implements an FBA/BIP** _____ x 1 pt

Total _____

Program Analysis/Evaluation

The district will examine their State Performance Plan and Annual Performance Report (SPP/APR) data to determine priorities and develop an action plan. The district will work in collaboration with the state and AEA. If the district meets SPP/APR requirements, the delivery system will be considered effective. If the district does not meet requirements, the process described in question 5 of the SPP will be used.

Board Approval of Plan - ~~October 16, 2017~~ October 17, 2022