

District Developed Special Education Service Delivery Plan (DDSDP) Newton Community School District

The Administrative Rules of Special Education require each school district to develop a plan for the delivery of special education services. The district 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

Tina Ross, Director of Special Programs

rosst@newton.k12.ia.us, or 641-792-5809 x2403

Or mail to: 700 N. 4th Ave E, Newton, IA 50208

Comments must be received by September 2, 2015

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, a school board member, and at least one representative of the Area Education Agency** (AEA).

Overview of steps in completing this DDSDP:

Step 1: The local school board approves the revision of the DDSDP

Step 2: The committee revises the plan

Step 3: The plan is available for public comment

Step 4: The committee considers public comments

Step 5: The AEA Special Education Director verifies plan compliance

Step 6: The local school board approves the plan prior to adoption

Step 7: The plan is included in the designated area of the CSIP (Comprehensive School Improvement Plan)

Step 8: The plan is reviewed in connection with the 5 year accreditation cycle, or earlier if required by determination given by the State.

DDSDP Committee:

Parent Representatives: Miranda Bratland , Cody Muhs

Special Education Teacher Representatives: Morgan Forsythe, Jenny Springer, Ray Whipple,

General Education Teacher Representatives: Jeff Junker, Michelle Modlin

Administrative Representatives: Tina Ross, Lisa Sharp

Board of Education Representative: Sheri Benson

Heartland AEA Representative: Jodee Jorgenson

**see glossary at end of document

NCS D Special Education Guiding Principles:

- Special education students are general education students first
- General education (Iowa Core**) curriculum access is a priority
- Students who are removed from the general education setting for any length of time will be engaged in effective instructional activities
- Special education teachers will possess the skills necessary for working effectively with their roster students
- Special education students will be prepared for living, learning, and working following graduation from high school

How will services be organized and provided to eligible individuals?

This is a continuum of services available to identified students. Students will receive services along this continuum which meet their needs. These services may look different depending on the student's grade level, and the research available to support the service at that particular level.

Consulting Teacher Services: Consulting Teacher services are defined as indirect services provided by a certified special education teacher to a general education teacher. Together, they will adjust the learning environment and/or modify instructional methods using. Specially designed instruction strategies will be used to meet the individual needs of an identified student receiving instruction in the general education classroom.

Co-Teaching Services: Co-teachers are jointly responsible for academic instruction provided to a group of identified and non-identified students. Specially designed instruction** is embedded within the general education classroom structure. These services are provided by the special education teacher and the general education teacher in partnership to meet the content and skill needs of students in the general education classroom. These services take shape in a variety of manners. For example any of the research-based approaches listed below.

Marilyn Friend's co-teaching models:

- **One teach, one observe:** One teacher provides instruction, while the other observes student learning to assess learning and gather data.
- **Station Teaching:** Teachers are at stations and students move from station to station.
- **Parallel teaching:** Teachers simultaneously provide instruction through use of such structures as split class, cooperative learning, and lab settings. Teachers can provide the same or different content during parallel teaching.
- **Alternative teaching:** one teacher instructs a large group and the other teacher instructs small flexible student groups.
- **Teaming:** teachers jointly present the same content at the same time through such structures as "tag team," "speak-and-chart" and other teaming structures.

**see glossary at end of document

- **One Teach, one assist:** one teacher provides instruction while the other teacher assists individual students or small groups. It should never be used as the primary approach.
 - Iowa Department of Education, "Iowa's Co-Teaching and Collaborative Consultation Models," Fall 2009.

Collaborative Services: Collaborative Services are defined as direct specially designed instruction provided to an identified student or to a group of identified students 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.

Supplemental Pull-Out Services: Pull out services are defined as direct specially designed instruction provided to an identified student or a group of identified students by a certified special education teacher to provide supplementary instruction that cannot otherwise be provided during the student's regular instruction time. Pull-out services may 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. This is in addition to the core instruction, which may include pre-teaching and re-teaching.

Modified Pull-Out Services: Modified Pull-Out Services are defined as direct specially designed instruction provided to an identified individual or a group of identified students by a certified special education teacher to provide instruction which is aligned to the general education curriculum, but has been modified to meet the unique needs of the student(s) outside of the general education setting.

Special Class: Special Class services are defined as direct specially designed instruction provided to an identified student or a group of identified students by a certified special education teacher to provide instruction through the Essential Elements** 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/her primary instruction separate from non-identified peers.

Early Childhood Program with Teacher holding Dual Endorsements: 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 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. Newton Community School District's program will implement the Quality Preschool Program Standards** (QPPS).

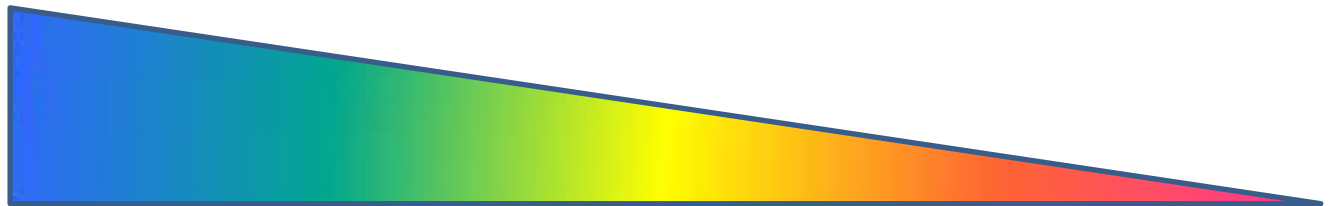
Notes:

- Students may receive different services at multiple points along the continuum based on the IEP.

**see glossary at end of document

- 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.

Numbers of Identified Students:



Consulting Teaching Co-teaching Services Collaborative Services Pull-out Services Special Classes

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

Kindergarten through Age 21

Caseloads** will be tentatively set by July 1st for the following school 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 district special education teachers with their building principal. Suggested time frames are the end of first quarter and before the end of March.

In determining teacher caseloads, the Newton 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 18 points.

**see glossary at end of document

Insert page 516 from the July 2015 Statewide Procedures Manual

**see glossary at end of document

What procedures will a special education teacher 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. (Suggested time frames are the end of first quarter and before the end of March.) 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 6 weeks, then a review may be requested in writing.
- When a teacher has a concern about his/her ability to effectively perform the essential functions of his/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 the 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 the principal/supervisor.
3. The request is reviewed for clarification with the 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 Director of Special Programs who will convene the caseload committee.
5. Within 10 working days of receiving the request, 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 5 working days of receiving the committee's recommendation, 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/she may appeal to the AEA Director of Special Education/Designee.
9. The AEA Director/Designee will meet with the personnel involved and will provide a written decision.

**see glossary at end of document

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?

The district will examine the State Performance Plan/Annual Progress Report (SPP/APR) data to determine priorities and develop an action plan. If the district meets SPP/APR requirements, 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 to make corrections.

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 3 to 21, and shall provide for the following:
 - The provision of 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.
 - 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.
 - 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.
 - 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.

**see glossary at end of document

GLOSSARY:

- **Area Education Agency:** AEA's work as partners with public and accredited, non-public schools to help students, school staff, parents and communities meet educational challenges. Heartland AEA serves the Newton Community School District.
- **Caseload:** all the cases that someone is responsible for dealing with at the same time, especially a doctor, lawyer, or social worker <http://www.macmillandictionary.com/us/dictionary/american/caseload>
- **Essential Elements:** The Iowa Core Essential Elements (EEs) are specific statements of knowledge and skills linked to the grade-level expectations identified in the Iowa Core Standards. The purpose of the EEs is to build a bridge from the content in the Iowa Core Standards to academic expectations for students with the most significant cognitive disabilities.
- **Iowa Core:** The Iowa Core standards describe what students should know and be able to do from kindergarten through 12th grade in math, science, English language arts and social studies. The Iowa Core also sets learning goals for 21st Century skills in areas such as financial and technological literacy. The Iowa Core is a set of common expectations for school districts across the state. It is not a curriculum, so decisions about how to help students meet learning goals remain in the hands of local schools and teachers.
- **QPPS: Quality Preschool Program Standards:** The State of Iowa believes that high quality research-based early learning experiences are essential to building a foundation for achieving positive outcomes for children. In addition, it is the Department of Education's belief that providing a diverse array of environments interwoven with family and community support leads to ultimate learning opportunities for young children of Iowa. More information can be found at <https://www.educateiowa.gov/pk-12/early-childhood/early-childhood-standards>
- **Specially Designed Instruction**
 - Adapting the content, methodology, or delivery of instruction as appropriate to the needs of the child. The instruction should:
 - Address the unique needs of the child that result from the disability; and
 - Ensure access to the Iowa Core, so that the child can meet the educational standards that apply to all children.
 - Must be delivered by a highly qualified special education teacher