

**Nora Springs-Rock Falls
Community School**

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

May 19, 2009

Nora Springs-Rock Falls Community School District DDSDP Special Education Plan

Belief and Need

It is our belief at Nora Springs-Rock Falls:

- That students needs will be individually assessed and appropriate interventions will be made when necessary.
- That students will be educated to the maximum extent appropriate within the least restrictive environment (LRE).
- That students with special needs should feel a part of the mainstream and not feel discriminated against academically or socially.

1. What process was 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, Pre K representative, administrators, and at least one representative of the AEA.”

- Board approved committee and gave permission to proceed:
March 16, 2009
- Full committee meetings:
 - April 23, 2009
 - May 19, 2009

2. Organization and Delivery of Services

Students whose needs are not being met in the general education setting may be referred to the General Education Intervention (GEI). The team may be made up of an administrator, teachers, counselors, parents, AEA team representative, school nurse, and others with relevant information or knowledge. The GEI team may recommend any of the following:

- Classroom Modifications/Accommodations
- Counseling Services
- Parental Assistance
- Peer Tutoring
- 504 Plan
- English as a Second Language
- Title One Program
- Reading Recovery
- Team Designed Interventions
- Positive Action Team
- Big Brother/Sister Program
- Collaboration with Head Start
- Referral to Vocational Rehabilitation
- Referral to an Outside Agency
- Consultation with Special Education Personnel

- Further Assessment by AEA personnel
- Homework Assistance
- Summer School
- AR Summer Reading Program
- Second Chance Reading

If data indicates, the Individual Educational Plan (IEP) team may determine entitlement for special education services. Using the least restrictive environment philosophy, the team may recommend among the following 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 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 education teacher/service provider is responsible for monitoring the student's progress on IEP goals.

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 to 21.

Special Education Personnel and Assignments

The Nora Springs-Rock Falls Community School District will serve all eligible children from birth to age 21 who are in need of special education and/or related services.

Prior to the start of school each student's general education teachers will be provided with a copy of the Special Education Services page of the IEP, and at least during progress reporting times, there will be oral and written dialogue between the regular education teacher and special education teacher to ensure implementation of the goals and services in the student's IEP.

3. Special Education Caseloads

Typically, caseload is a term used to describe the total number of students served by a teacher. The use of numbers alone in determining appropriate caseloads fails to take into account the varying needs of students assigned to the teacher and/or the amount of time required for the teacher to meet those individual needs as prescribed by the IEP.

Monitoring Caseloads of Special Education Teachers

Routine review of teacher caseloads will be conducted by the principal of each building. The principal will meet with each special education teacher as follows:

Principal and Special Education Teacher Review

- At the beginning of the school year (within the first 3 weeks of school).
- When a special education student is added to a teacher's roster.
- Upon receipt of rosters from the AEA.

The review and decision will take place within 10 working days. The decision will be communicated in writing within the 10 days.

4. Resolving Caseload Concerns

Committee Review

Caseloads that exceed 18 per FTE will automatically be reviewed by a committee made up of (but not limited to) an administrator, special education teacher, general education teachers, and AEA representative. Under such circumstances the review and any resulting decisions will take place and be communicated by the assigned administrator to the teacher within 10 working days.

The purpose of the meeting will be to determine whether there is a need for adjustment to a teacher's schedule or roster or whether the teacher requires paraprofessional assistance or other support.

Issues of Consideration

The following issues will be considered in reviewing caseloads:

- Number of preparations
- Number of IEP'S
- Intensity of service of IEP'S
- Age span
- Amount of direct instruction contact with student
- Number of students
- Paraprofessional time available per day/per hour

- Unusual circumstances
- Joint planning time
- Assistive technology
- Co-teaching
- Physical needs

The primary questions to be addressed during these reviews will be:

- Can services identified in the students IEP be fully implemented?
- If services identified in the student's IEP can not be fully implemented by the special education team, what circumstances prevent full implementation?
- What action is required to insure full implementation of the student's IEP by the team.

5. Evaluating effectiveness of the delivery system for eligible individuals

State Performance Plan Targets and Service Delivery Plan Effectiveness

At least once per year, district administrators and staff will examine their special education district profile, to review the district's data relative to progress indicators outlined in Iowa's State Performance Plan (SPP) for special education. District administrators will also examine the district's Annual Progress Report (APR) each year to review achievement data, as it pertains to students with IEPs in the district. These 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 APR goals and target goals outlined in our state performance Plan for special education, the delivery system will be considered effective.

If the district does not meet APR or target goals, district staff will work in collaboration with AEA 267 staff to develop an action plan to promote progress toward these goals.

Programming Needs for Special Education Students Outside the Scope of DDSDP

Age 3 to 21

Services for students in need of specially designed instruction and related services beyond program innovations contained in this Plan will be provided through contractual arrangements in accordance with 41.84(2) or 41.84 (1).

Development Group

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Process for Updating

March 16, 2009 Board approved DDSDP committee and permission to proceed with Plan.

April 23, 2009 Full committee meeting to develop Plan.

May 19, 2009 Full committee meeting to review Plan.