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0171 0000-Alta Comm School District**DDSDP-Assurances**

1. The district assures that prior to the school board adoption, this delivery system was available for comment by the general public. Yes No
2. The district assures that on every CSIP revision cycle, it will have taken the following actions concerning the District Developed Service Delivery Plan: * Development of the delivery system by a group of individuals that includes parents of eligible individuals, special education and general education teachers, administrators, and at least one AEA representative. The AEA representative will be selected by the AEA Special Education Director. * Verification by the AEA Special Education Director will verify that the delivery system is in compliance with the Iowa Administrative Rules of Special Education prior to the school board adoption. * Plan was available for public comment for 30 days prior to adoption. * Approval by the school board of the plan prior to implementation. Yes No
3. 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 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. Yes No
4. 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). Yes No
5. 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 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. Yes No
6. 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 specially designed instruction and related activities through cooperative efforts of the special education teachers and general education teachers in the general education classroom. Yes No
7. 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 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. Yes No
8. The district assures the AEA Special Education Director verified the delivery system is in compliance with the Iowa Administrative Rules of Special Education. Yes No
9. The district assures the school board has approved the service delivery plan for implementation. Yes No

DDSDP

1. How will the district determine and regularly monitor caseloads of special education teachers?

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 and/or special education coordinator. A "full" teacher caseload will be considered to be 50 total points. If a teacher's caseload exceeds this number, the teacher and the principal 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 this 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 requirement of his or her students' IEPs the teacher may initiate the process for resolving caseload concerns that is described in this plan. In determining special education teacher caseloads the Alta

Community School District will use the following values to assign points to the caseloads of each teacher in the district. 1 point: Each IEP for which the teacher is responsible for IEP writing, IEP meetings, progress monitoring and reporting to parents. 1 point: Each student provided up to two hours per day of direct instruction by the teacher. 1.25 points: Each student provided between two and five hours per day of direct instruction by the teacher. 1.5 points: Each student provided more than five hours per day of direct instruction by the teacher. 0.50 points: Each student who will have transitional or exit IEPs this year. 1 point: Each student for whom the teacher plans and supervises work experience. 1 point: Each teacher with whom the special education teacher co-teaches. 1 point: Each student who is dependent on an adult for physical needs. 1 point: Each student who has a behavior intervention plan (BIP). 1 point: Each paraprofessional with whom the special education teacher collaborates. 1 point: Each student served off-site (e.g., hospital, homebound, general education preschool, etc.). 0.25 points: Each student who receives alternate assessments. 0.5 points: Each student who has early childhood outcomes. Note: The caseload for early childhood special education teachers does not follow the caseload determinations for K - 12 special education teachers. Instead the guidelines as stated in the Headstart Program Performance Standards.

2. How will the district organize and provide services to eligible individuals?

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 the general education teacher(s) and monitoring the student's progress according to the IEP. Regular 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 Education Examiners that includes pre-kindergarten 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. 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 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.

3. How will the district's delivery system for eligible individuals meet the targets identified in the State Performance Plan's indicators and the LEA determinations as assigned by the state? What process will the district use to evaluate the effectiveness of the delivery system for eligible individuals?

"The district will examine their SPP/APR data to determine priorities and develop an action plan. If the district meets SPP/SPR 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."

4. What procedures will a special education teacher in the district use to resolve 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; 2. by November 30; and 3. by April 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) meeting. The CAT will be comprised of two 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. If not resolved, then the building principal must convene the CAT within 5 working days. A resolution and written decision must be made available to the teacher within 5 days after the CAT meeting.

5. What process did the district use to develop the special education 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 AEA." Gina Blomberg, AEA Consultant Tom Ryherd, 5-12 Principal Mary Pedersen, Elementary Special Education Teacher Molly Elston, Middle School Special Education Teacher Sherry DeRoos, High School Special Education Teacher Kirsten Doebel, High School Social Studies General Education Teacher John Held, Parent of Special Education Student

6. When was this DDS DP approved by the school board?

9/8/2014