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0423 0000-Aurelia 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 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
4. 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
5. The district assures the school board has approved the service delivery plan for implementation. 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 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
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 and related activities through cooperative efforts of the special education teachers and general education teachers in the general education classroom. Yes No
8. 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
9. 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

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 and may be modified based on summer registration and actual fall enrollments. These caseloads are determined by balancing staffing levels at the various schools, the numbers of individuals served, and the severity of needs of those individuals. This determination is the responsibility of the building administrators. Individual district special education teachers with their building principal and/or special education coordinator will review caseloads at least twice during the school year. In determining special education teacher caseloads, the Aurelia 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. If the point total exceeds 45, the administration will consider additional resources. One point: The student receives specially designed instruction/supports for less than 5 hours per week. Two points: The student receives specially designed instruction/supports for

between 5 and 12.5 hours per week. Three points: The student receives specially designed instruction/supports for between 12.5 and 24 hours per week. Four points: The student receives specially designed instruction/supports for more than 24 hours per week. Note: Supports could include travel time to students served off-site (e.g., hospitalized or homebound students, preschoolers served in their general education preschool classes). If multiple students are served in one site, travel time is applied to one of the students, only.

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

The Aurelia Community School 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. Nominal Support: The student receives specially designed instruction and/or supports from a certified special education teacher. Services provided by the special education teacher could be delivered through joint planning, collaborative instruction, co-teaching and/or direct instruction. Special education teacher time commitment is less than 5 hours per week. Targeted Support: The student receives specially designed instruction and/or supports from a certified special education teacher. Services provided by the special education teacher could be delivered through joint planning, collaborative instruction, co-teaching and/or direct instruction. Special education teacher time commitment is between 5 and 12.5 hours per week. Sustained Support: The student receives specially designed instruction and/or supports from a certified special education teacher. Services provided by the special education teacher could be delivered through joint planning, collaborative instruction, co-teaching and/or direct instruction. Special education teacher time commitment is between 12.5 and 24 hours per week. Intensive Support: The student receives specially designed instruction and/or supports from a certified special education teacher. Services provided by the special education teacher could be delivered through joint planning, collaborative instruction, co-teaching and/or direct instruction. Special education teacher time commitment is more than 24 hours per week. Aurelia CSD Early Childhood Special Education The district defines the following terms and definitions to describe instructional services and placements for preschool children: • Regular Early Childhood Program - Less than 50 percent children with disabilities • Early Childhood Special Education Program - More than 50 percent children with disabilities Regular Early Childhood Program with Teacher Holding Dual Endorsements (i.e. Ed 100): 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. Early Childhood Special Education Program: These services are defined as direct specially designed instruction provided to an individual student with a disability or a group of students with disabilities by a certified special education teacher to provide instruction 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 or her primary instruction separate from non-disabled peers. 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. Early childhood special education and regular early childhood programs accessible to Aurelia students will implement Preschool Program Standards as defined by the Iowa Department of Education for instructional services to children on an IEP. Those standards will include the Iowa Quality Preschool Program Standards (QPPS).

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 deliver 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?

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 a district-level committee of four 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.

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. Members of the committee were: Parents-Pam Wilson and Rita Pearson; Special Education Teachers-Deena Jones and Diane Kannegieter; General Education Teachers-Shanda Reilly and Linda Peine; Administrators-Ann Sandine and Lynn Evans; NWAEA Representative-Don Tisthammer. This committee was approved, per policy, by the Aurelia Community School Board on April 13, 2009 (agenda item 8.1.)

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

9/8/14