**District Developed Special Education Delivery Plan (DDSDP)**

**Indianola Community School District**

**Approved August 11, 2014**

**Program Planning**

**(What process was used to develop the special education delivery system for eligible individuals?)**

Indianola CSD’s Special Education *District Developed Service Delivery Plan* (DDSDP) 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.

The Indianola School Board approved the DDSDP Committee members and authorized the development of the service delivery plan on April 14, 2014. The committee included:

* Andrea Crabb-Elkin (ECSE Teacher, General Education Teacher)
* Pennie Darr (Elementary Special Education Teacher)
* Shirley Blankenship (Middle School Special Education Teacher)
* Aaron Lester (High School Special Education Teacher)
* Josh Lullman (General Education Teacher)
* Ed Johnson (Elementary Administrator)
* Craig Calhoun (High School Administrator)
* Ron Lorenz (District Administrator)
* Cindy Barth (Parent, Community Member)
* Rob Baldus (Parent, Community Member)
* Christy Tinder (Community Member, AEA Representative)
* Jane Jensen (AEA Representative)

The committee met on the following dates:

Wednesday, April 30: DDSDP Process Requirements and Essential Questions; Vision, Mission, Philosophy, and Theory of Action; Continuum of Services

Wednesday, May 30 Continuum of Services; Program Descriptions

Wednesday, May 14 Caseload Determinations; Resolution of Caseload Concerns

Wednesday, June 25 Draft of the proposed DDSDP was sent electronically for final input prior to soliciting public comment

The proposed DDSDP was posted electronically and hard copies were displayed in each attendance center for public review, from Monday, June 30, 2014 to Friday, August 1, 2014. A notice requesting public feedback was posted on the district web site. Direct emails were sent to all parents and teachers (i.e. 3738 recipients) notifying them of the posting and requesting feedback. The district received written comments (i.e. emails) from five individuals. No verbal comments were received.

The Indianola DDSDP Committee met on Tuesday, August 5 to consider public comments. No substantive suggestions were offered in the public comments. No revisions were made to the proposed plan.

The Indianola DDSDP was submitted for Heartland AEA 11 Director of Special Education Director approval on Tuesday, August 5, 2014.

The Indianola DDSDP was approved by the Indianola Board of Education on Monday, August 11, 2014.

**Indianola CSD Special Education Philosophy**

We believe all students can learn and deserve to be taught in a manner that meets their developmental, social, emotional, behavioral, physical and academic needs.  Proven instructional strategies will be implemented that match their individual needs. Parents, educators and all other team members will be actively engaged in the student’s education.

**Theory of Action**

*If…*

Special education teachers work collaboratively with parents, colleagues and other stakeholders to identify the unique needs of entitled students, develop individualized plans to meet these specific needs and implement these plans with fidelity…

and…

They consistently implement child specific, research-based instructional strategies to supplement or intensify core instruction…

and…

They use valid and reliable student data (e.g. formative and summative measures) to continuously adjust or refine their instruction…

*Then…*

Students entitled to special education will learn essential academic, social and functional skills at a faster rate and the achievement gap that exists between entitled students and their peers will close.

**The Indianola Community School District Will**:

* Actively seek to identify, locate and evaluate students who may be in need of special education and/or related services. Whenever a child is suspected of having a disability, regardless of whether they are advancing from grade to grade or otherwise appear to be making reasonable progress toward district standards and benchmarks, the district will request the parent’s written consent to conduct a full and individual evaluation to assess the child’s eligibility for special education services.
* Use objective and sound data to determine whether students are eligible for special education and/or related services. Trained professionals will assess whether a child has a skills deficit, health or physical condition, functional limitation, or pattern of behavior that adversely affects their academic performance. They will also assess whether educational interventions that are required by the student to be successful can be sustained without special education services. All eligibility decisions will be based on a student’s progress (i.e. performance over time), discrepancy (i.e. performance as compared to grade level expectations or developmental norms) and need of services.
* Ensure each entitled student receives a Free and Appropriate Public Education (FAPE) that is reasonably calculated to provide meaningful benefit to each entitled student. This will be done through the development of an Individualized Education Program (IEP). A team of individuals, including the student’s parents, with a vested interest in the student’s success, will develop the student’s IEP. In developing the IEP, the team will consider the student’s strengths, the parent’s concerns for enhancing the education of their child, the results of the student’s initial or most recent evaluation, and the academic, developmental and functional needs of the student.
* Educate entitled students alongside their typical peers to the maximum extent appropriate (i.e. *Least Restrictive Environment*). Entitled students will be removed from the general education setting only when the nature or severity of their disability is such that their needs cannot satisfactorily be met in regular classes, even with the *use of supplementary aids and services* [281—41.114(2)b]. When a student’s needs cannot adequately be met in the general education setting, they will be served in an environment that provides the least possible amount of segregation from the student’s nondisabled peers.

The district will provide a continuum of services to ensure entitled students are educated in the least restrictive environment. This continuum includes a variety of alternate placement, including instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and other institutions. It also includes *supplementary services*, such as resource rooms and itinerant instruction, to be provided in conjunction with student’s regular class placement.

* Implement procedural safeguards to ensure informed parent consent, guarantee meaningful parent participation in decisions regarding educational programming and placement, and provide parents an opportunity to challenge district decisions. Parents will be notified of these procedural safeguards at least once each year and upon initial referral or parent request for evaluation. Parents will also be provided *prior written notice* whenever the district initiates, proposes, or refuses a change in the identification, evaluation or placement of a student. This notice will include an explanation of what the district proposes or refuses; why the district is proposing or refusing the action; a description of the assessment data used in determining the appropriateness of the action; and a description of other options that were considered
* Report disaggregated student achievement data to the state demonstrating that entitled students are making adequate yearly progress (AYP) toward reaching proficiency.

**Continuum of Services**

**(How will services be organized and provided to eligible individuals?)**

The Indianola CSD will provide a full continuum of services and placements for eligible individuals from age 3 to 21, including preschool. The Indianola CSD’s continuum of services will include the following *placement* options:

**Consultation**: Indirect services provided by the special education teacher and general education teacher in adjusting the learning environment or modifying instructional methods using specially designed instruction in the general education setting to meet the individual needs of entitled students. The special education teacher is responsible for monitoring the students' progress and IEP.

**Co-teaching**: Specially designed instruction and content area instruction provided to entitled students by special and general education teachers in partnership to meet course requirements and needs of students in the general education classroom. These services may include: 1) one teach, one observe, 2) one teach, one assist, 3) team teaching, 4) parallel teaching; and 5) station teaching.

**Collaboration**: Specially designed instruction provided to an entitled individual student or to a group of entitled students by a special education teacher in general education classroom. These services are provided simultaneously with the general education course requirements.

**Pull-Out**: Supplementary services in special education environment providing direct specially designed instruction to an individual student with a disability or a group of students with disabilities by a special education teacher providing supplementary instruction that cannot otherwise be provided in regular education setting. These services are provided in an individual or small group setting for a portion of the day supplementing the general education course requirements. The specially designed instruction provided in this setting is in place of the instruction provided in the general education classroom.

**Special Class**: Direct instruction specially designed for an entitled student or a group of entitled students by a special education teacher to provide instruction which is tied to the general education course requirements, but has been modified to meet the needs of the student in self-contained setting; including special schools, home-bound instruction and instruction in hospitals. The student is receiving primary instruction separate from non-disabled peers. The special education teacher and core content teacher will have regular consultation, so the classroom reflects the same course requirements and comparable curriculum.

**Special Services:** Direct specially designed instruction provided to an individual student or a group of students with disabilities by a certified special education teacher to provide instruction which is tied to the general education setting (including, but not limited to special schools, home instruction and instruction in hospitals and institutions). This means the student is receiving his/her primary instruction in specific goal areas separate from non-disabled peers. This may require the implementation of reverse consultation between the general education and special education teachers. The special education teacher is responsible for core instruction, curriculum and/or other assistance to the student or group of students. Additionally, the special education teacher is responsible for monitoring the student's progress according to IEP goals and grading.

It is important to remember these placements are service delivery options as opposed to specific settings, locations or classrooms. Entitled students may receive multiple services in either the general education or special education setting.

All placement decisions will be made by a group of individuals, including parents and other persons knowledgeable about the child, evaluation data (i.e. Heartland AEA 11 personnel) and the various placement options. Placement decisions will be made at least annually, and based on the unique needs of the student, as identified in their Individualized Education Program (IEP). Placement decisions will not be based on categorical assumptions or pre-supposed for groups of students with similar needs or characteristics.

Unless the student’s IEP dictates otherwise, the student will be served in the neighborhood school they would attend if they were not disabled.

**Special Education Programs**

The Indianola CSD will provide specially designed instruction and supplementary aides and services in a variety of program models. Each program will emphasize different service delivery options based on the individual needs of entitled students. Students may be served in multiple programs or move from one program to another depending on their unique needs, rate of progress and other factors.

**The Purple and Gold Early Childhood Programing**:  **(Whittier Elementary)**

The early childhood program is intended to provide all students in the program with a high quality comprehensive curriculum, which is adapted to meet the individual needs of both the special education students, and their general education peers.  Preschool students learn best through meaningful play experiences. The program utilizes instructional practices that promote developmentally appropriate learning centers as well as small and large instructional groups.

All students involved in the program gain from their interactions with peers.  The general education students, as well as their special education peers, learn, grow and play side-by-side in a caring and nurturing environment. The program provides a caring and supportive environment where all students are treated as equals and are provided with the same opportunities to learn and play with each other.  Students will learn to respect and value all people.

The teachers in this program will possess a valid practitioner's license as issued by the Board of Educational Examiners that includes prekindergarten and early childhood special education. The teacher with the dual endorsement is responsible for implementing and monitoring a child's progress according to the IEP. A teacher who holds a valid practitioner’s license and an endorsement that includes prekindergarten will teach the “Regular Early Childhood” program. Endorsements for Early Childhood Education are:

100 Teacher- Prekindergarten through grade three, including special education

103 Teacher- Prekindergarten through kindergarten; and

106 Teacher- Prekindergarten through grade three

The Indianola Community School District will implement the Iowa Quality Preschool Program Standard (QPPS) in all early childhood programs. Creative Curriculum will also be utilized in all classroom settings.

**Resource Program (Available K-12)**

Programming consists of supplemental instruction up to 45 minutes daily per goal area.  Instruction follows grade level benchmarks with some accommodations and modifications to the general education curriculum.  The focus of the program is to support academic, independence or social skills within the grade level curriculum and provide direct instruction in goal areas.  Instruction will be provided to entitled individuals in general and/or special education classrooms.

**Academic Skills Program (Available at Emerson Elementary, Wilder Elementary, and High School)**

Programming consists of moderate supplemental instruction beyond 60 minutes in at least one goal area. Instruction may include modified or alternate grade level benchmarks. The program will focus on improving academic performance, particularly in the areas of reading, writing and mathematics, personal independence and self-advocacy skills, and/or social skills that are not addressed in the grade level curriculum. Instruction may occur in the general education or special education setting, and consist of large group, small group or one-to-one student teacher interactions.

**Functional Skills Programming:  (Available at Emerson Elementary, Middle School, and High School)**

Programing consists of significant supplemental instruction beyond 60 minutes in multiple goal areas.  Instruction typically includes alternative grade level benchmarks and the focus of the program is to improve communication, daily living or independence skills.  Most instruction is provided in the special education classroom with social activities and some academic activities in the general setting.

The functional skills program will help students develop the following skills: general academics, communication, social, life, self-help, community mobility, transition, goal setting and work experience.

**Behavior Skills Program** **(Primary)**

Programming consists of a moderate to significant behavior plan with specialized instruction beyond 60 minutes in behavioral goal areas.  Behavior instruction typically includes grade level benchmarks and positive behavior skills training that are not explicitly taught in the general education setting.  The focus of the program is to improve social skills and decrease problematic behaviors.  Instruction may be provided in the general education or special education classroom and small groups typically do not have more than three students.

**Behavior Skills Program** **(Secondary)**

Programming consists of a moderate to significant behavior plan with specialized instruction in behavioral goal areas. Behavior instruction typically includes grade level benchmarks and positive behavior skills training that are not explicitly taught in the general education setting. The focus of the program is to improve social skills, self-advocacy skills, independence skills, positive peer and adult relationships and positive decision making; as well as generalizing positive behaviors into the general education setting and community.

**Special Education Caseloads**

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

The Indianola Community School District will utilize a combination of student count and point total based on the intensity of student needs and the assigned level of service. These factors will be determined using a weighted matrix that reflects necessary curriculum modifications, amount of specially designed instruction provided, additional supports for school personnel and supplementary aids and services prescribed in each student’s IEP.

The following table indicates the minimum students and classroom points as well as the maximum students and classroom points for teacher caseloads for teachers at each level.

Caseloads will be formally reviewed three times per school year using the *Caseload Matrix for Determining Classroom Points*. Each special education teacher and their building principal will conduct a formal caseload review as follows:

1. at the beginning of the school year,

2. by November 30, and

3. by April1 (to plan for the following school year).

The special education teacher will determine their number of classroom points according to the *Caseload Matrix*. The teacher will report, to their building principal, the number of students and the number of classroom points reflecting the level of service these students require. The building principal will work with each special education teachers to balance rosters and resolve caseload concerns.

**Special Education Caseload Guidelines**

|  |  |  |
| --- | --- | --- |
| **Purple and Gold Preschool\***  Early childhood special education (ECSE) classrooms will follow the guidelines set forth in the Iowa Quality Preschool Program Standards (QPPS). | | |
|  | Students | Classroom Points |
| Minimum | -- | -- |
| Maximum | 10 or no more than 50% of total number of students in the class | 80 |

|  |  |  |
| --- | --- | --- |
| **Resource Program** | | |
|  | Students | Classroom Points |
| Minimum | 18 | 72 |
| Maximum | 21 | 84 |

|  |  |  |
| --- | --- | --- |
| **Academic Skills Program** | | |
|  | Students | Classroom Points |
| Minimum | 10 | 80 |
| Maximum | 12 | 96 |

|  |  |  |
| --- | --- | --- |
| **Functional Skills Program** | | |
|  | Students | Classroom Points |
| Minimum | 6 | 65 |
| Maximum | 9 | 96 |

|  |  |  |
| --- | --- | --- |
| **Behavior Skills Program** | | |
|  | Students | Classroom Points |
| Minimum | 8 | 72 |
| Maximum | 10 | 90 |

**Caseload Matrix for Determining Classroom Points**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Curriculum Modifications**  -Use Score of Highest  Rated Area | **Specially Designed Instruction** | **Support for School Personnel and LRE**  -Use Score of Highest Rated Area | **Supplementary Aids & Services**  -Use Score of highest Rated Area |
| **Zero**  **Points** | Student is functioning in the general education curriculum at a level similar to peers | Student requires little to no specially designed instruction from a special education teacher. | Joint planning is comparable to that which is provided for all students. | Student requires no assistive technology or other supplementary aids or services. |
| **One**  **Point** | Student is functioning in the general curriculum 1-2 years below peers  or  Student requires limited modifications to the general curriculum that allow for instruction  or  Student has academic or behavioral goals in 1 or 2 goal areas  **Continuum of Services**  General Education with  Collaborative Services  General Education with Co-teaching Services | Specially designed instruction regardless of setting that is designed by and/or delivered by special education personnel for less than 35% of the school day. Could include teaching, co-teaching and collaborative instruction. | Special education teachers engage in joint planning for 1 hour or less per month with general education teachers and/or para-educators to support involvement and progress in the general education curriculum,  or  Special education teachers conduct joint planning with a general education teacher or para-educators regarding 1 content/curriculum/ IEP goal area over the course of each month. | Assistive Technology  Requires extensive individualization and/or training for the student,  or  Behavior Plan is evident but can be met through accommodations outlined on Pages B and F.  or  Health Plan is evident but can be met through accommodations outlined on Pages B and F. |
| **Two**  **Points** | Student is functioning in the general curriculum 3 or more years below peers,  or  Student requires significant modifications to the general curriculum to allow for extensive instruction or Student has academic or behavioral goals in 3 or  more goal areas.  **Continuum of Services** General Education with Collaborative Services General Education with Supplementary Services | Specially designed instruction regardless of setting that is designed by and/or delivered by special education personnel for 36% to 64% of the school day. Could include teaching, co-teaching and collaborative instruction. | Special Education teachers engage in joint planning for 1 to 2 hours per month with general education teachers and/or para-educators to support involvement and progress in the general education curriculum,  or  Special education teachers conduct joint planning with general education teachers and/or para-educators regarding 2-3 content/ curriculum/ IEP goal areas over the course of each month. | Assistive Technology  Requires extensive individualization and/or training for the student,  or  Behavior Plan is evident and is modified three times or fewer throughout the school year.  or  Health Plan is evident and requires training of staff to be implemented effectively. |
| **Three**  **Point** | Curriculum that reflects extended standards and benchmarks is required for meaningful instruction. Alternate assessment is used to measure progress.  **Continuum of Services**  Pull-Out  Special Class | Specially designed instruction regardless of setting that is designed by and/or delivered by special education personnel for 65% to 100% of the school day. Could include teaching, co-teaching and collaborative instruction. | Special education teachers engage in joint planning for more than 2 hours per month with general education teachers and/or para-educators to support involvement and progress in the general education curriculum,  or  Special education teachers conduct joint planning with more than 3 general education teachers and/or para-educators regarding 3 or more content/ curriculum/ IEP goal areas over the course of each month. | Assistive Technology  Is “high end” individualized and requires extensive training for the student. Significant maintenance and/or upgrades for continued effectiveness use are anticipated,  or  Behavior Plan is evident but requires on-going modifications throughout the school year (four or more times).  or  Health Plan is evident-Daily monitoring and charting required. |

**Resolution of Caseload Concerns**

**(What procedures will a special education teacher use to resolve caseload concern?)**

When a specific caseload is exceeded or when a teacher has a concern about his or her ability to effectively perform the essential functions of his or her job due to caseload, a written request should be made to the principal.

1. Special education teacher and principal review the caseload and address concerns.

2. If unresolved, special education teacher, principal and Director of Student and Staff Services review the caseload and address concerns within two school days of the meeting between the principal and special education teacher.

3. If unresolved, a Caseload Assistance Team (CAT) meeting will be conducted within five school days of the meeting with the Director of Student and Staff Services. The CAT will be comprised of four teachers (special education and regular education teachers), a building administrator, Director of Student and Staff Services and an AEA representative. The CAT will make recommendations as to whether there is a need for adjustments to a teacher's caseload or schedule.

4. A resolution and written decision will be made within two school days.

If the district exceeds the caseload limits specified in this plan, it may ask the AEA Special Education Director to grant an adjusted caseload status.

**Program Evaluation**

**(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?)**

At the district level, IEP subgroup data for each school, along with the plans as described above, will be reviewed on an annual basis by the district’s leadership team. IEP student data will also be disaggregated and examined by school level (elementary, middle and high). In addition, the district will examine their SPP/APR data to determine priorities and develop an action plan as needed. If the district meets SPP/APR requirements, both procedural and performance, 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.