

**0234 0000-Anamosa Comm School District****DDSDP-Assurances**

1. The district assures the school board has approved the service delivery plan for implementation.  Yes  No
2. 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
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 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
5. The district assures that prior to the school board adoption, this delivery system was available for comment by the general public.  Yes  No
6. 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
7. 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
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 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
9. 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

**DDSDP**

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

Caseloads will be tentatively set in the spring of each year for the following year. A special education rubric with points assigned will be used to determine the total number of points each roster totals for a teacher's caseload. It was determined that 120 points will be the maximum number of points any given special education teacher should have on their roster. Caseloads will be reviewed at least twice a year with the teacher and principal informally or formally at any point in the year.

In determining teacher caseloads, the Anamosa 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 "full" teacher caseload will be considered to be 120 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 the 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 requirements of his or her students' IEPs the teacher may initiate the process for resolving caseload concerns that is described in this plan. Caseloads that exceed 120 points shall be monitored and reviewed every 6 weeks to ensure that the teacher can continue to provide satisfactory services and supports to his/her caseload.

#### Early Childhood Special Education:

The Anamosa Community School District's Regular Early Childhood Special Education Program (ECSE) will implement the criteria of the selected program standards regarding maximum class size and teacher-child ratios.

Calculations for caseloads are based on the following point distribution:

#### Curriculum

**Zero Points:** Student is functioning in the general education curriculum at a level similar to peers

**One Point:** Student requires limited modifications to the general curriculum

**Two Points:** Student requires significant modifications to the general curriculum

**Three Points:** Significant adaptation to grade level curriculum requires specialized instructional strategies. Alternate assessment is used to measure progress

#### IEP Goals

**Zero Points:** Student has IEP goals instructed by another teacher or service provider. **One Point:** Student has 1-2 IEP goals.

**Two Points:** Student has 3 IEP goals.

**Three Points:** Student has 4 or more IEP goals.

#### Specially Designed Instruction

**Zero Points:** Student requires no specially designed instruction

**One Point:** 25% or less of instruction is specially designed and/or delivered by special education personnel

**Two Points:** 26-75% or less of instruction is specially designed and/or delivered by special education personnel

**Three Points:** 76 to 100% of instruction is specially designed and/or delivered by special education personnel

#### Joint planning and consultation

**Zero Points:** Joint planning typical for that provided for all students

**One Point:** Special education teachers engage in joint planning for 1 hour or less per month with general education teachers or paraprofessionals

**Two Points:** Special education teachers engage in joint planning for 1 to 2 hours per month with general education teachers or paraprofessionals

**Three Points:** Special education teachers engage in joint planning for more than 2 hours per month with general education teachers or paraprofessionals

### **Paraprofessional Support**

**Zero Points:** Individual support needed similar to peers

**One Point:** Additional individual support from an adult is needed for 25% or less of the school day

**Two Points:** Additional individual support from an adult is needed for 26% to 75% of the school day

**Three Points:** Additional individual support from an adult is needed from 76% to 100% of the school day

### **Assistive Technology**

**Zero Points:** Assistive technology use is similar to peers

**One Point:** Assistive technology requires limited teacher-provided individualization and/or training for the student

**Two Points:** Assistive technology requires extensive teacher-provided individualization and/or training for the student

**Three Points:** Assistive technology is requires extensive teacher-provided individualization and/or training for the student. Significant maintenance and/or upgrades for continued effective use are anticipated

### **Behavior Considerations:**

**Zero Points:** Student does not have an FBA or a BIP.

**One Point:** Student has one behavior goal and receives less than 50% of support from a behavior focused program.

**Two Points:** Student has one behavior goal and receives more than 50% of support from a behavior focused program.

**Three Points:** Student has two or more behavior goals, receives more than 50% of support from a behavior focused program and requires significant social-emotional modifications/adaptations.

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

Services will be organized based on the continuum of services recommendation including general education with consultation, general education with consultation/accommodations, general education with direct special education support in the general education classroom, general education with direct special education support outside the general education classroom. Details of these services are cited below.

**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 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.

Please also note that:

- 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 3-21

#### **Early Childhood Special Education**

The Anamosa Community School District has instructional services and placements for preschool children in a regular early childhood program. Children are served in the regular early childhood classroom by a teacher who holds a valid practitioner's license that includes early childhood special education. The teacher is responsible for direct instruction, preparation of materials, adaptations and accommodations in implementing the IEP. The Anamosa Community School District's early childhood program will implement the criteria of the Iowa Quality Preschool Program Standards.

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 State Performance Plan/Annual Progress Report 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.

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. by October 15

2. by April 30 to plan for the following school year.

Upon review, if there appears to be an overload, the teacher may request and the principal will contact the Team Assisting Caseloads (TAC) district committee. The TAC will be comprised of three teachers, one from each building, a building administrator from a different building than where the request originated, and an AEA representative who will act as facilitator. The TAC will make recommendations as to whether there is a need for adjustments to a teacher's schedule or roster.

If at any other time, a teacher feels that he/she is unable to provide the services and supports specified in his/her students' IEPs a teacher may request a caseload review by submitting, in writing, a request to the building principal. If the issue isn't resolved through a conversation with the building principal, the building principal must meet with the TAC team within 5 working days to resolve the issue. A resolution and written decision must be made available to the teacher within 3 days after the TAC meeting.

5. What process did the district use to develop the special education delivery system for eligible individuals?

A committee of thirteen members including teachers, administrators, parents, and AEA representatives met to develop the plan. This group was approved by the Anamosa Board of Directors on September 17, 2012. This group met a total of two meetings lasting approximately two to three hours each time. The process was facilitated by our AEA Regional Administrator and supported by the elementary principal, who organized meetings and gathered information to consider as the plan was developed. Once the plan was developed the plan was published on the district website for public comment regarding the plan. Once the public comment session had expired the plan was revised accordingly and then sent to the AEA Special Education Director to verify the plan. The school board then approved the plan on June 15, 2012. This committee met again in February of 2012 to review and update the special education delivery system.

6. When was this DDSDP approved by the school board?

8/31/2015