



DUNKERTON
COMMUNITY SCHOOL
DISTRICT

District Developed Special Education
Service Delivery Plan

What process was used to develop the delivery system for eligible individuals?

The district developed service delivery plan was developed in accordance with the Iowa Administrative Code Rule 41.408(2)"C". The group of individuals who developed the plan includes parents of eligible individuals, special education teachers, general education teachers, district administrators and a Central Rivers AEA administrator.

On March 10, 2021, the Dunkerton Community School Board of Education approved committee members to complete a Special Education Service Delivery Plan for Dunkerton Community School District.

On (Date), 2021 the Dunkerton Community School Board of Directors approved the District Developed Service Delivery Plan.

District Developed Service Delivery Plan Development Group

Dr. Tim Cronin – Superintendent

Patty Foster – Elementary Principal & District Special Education Coordinator/

Kory Kelchen – Secondary Principal

Josh Johnson – Central Rivers AEA Regional Administrator

Jenifer Smith – Central Rivers AEA Special Education Consultant

Allison Westfall – Elementary Special Education Teacher

Lauren Barnett – Elementary Special Education Teacher

Britney Opheim – Junior High Special Education Teacher

Todd Kuntz – High School Special Education Teacher

Cathy Mills – Junior High/High School Essential Learning Special Education Teacher

Derek Hopson – High School Special Education Teacher

Megan Ung – Early Childhood General and Special Education Teacher

Stacey Bakken – Elementary Title 1 Teacher

Natalie Crawford - Elementary General Education Teacher

Karin Bloomquist – Junior High General Education Teacher

Hannah Corbin – High School General Education Teacher

Angie Wolff– Parent

Jessi Trueg – Parent

Jen Cordes – Parent

The DDSDP Development Group met March 16th, 2021 and April 13, 2021 to review, revise, and this plan.

How will services be organized and provided to eligible individuals ages 3-21?

Least Restrictive Environment (LRE)

Least restrictive environment (LRE) is based on the presumption that the general education environment is the first choice for educating all individuals. It refers to a related set of requirements aimed at providing individuals with disabilities with the greatest interaction with same age peers, an appropriate education, and the special assistance needed for success in the general education environment. Individualized Education Program (IEP) teams must address the following LRE considerations:

- The services the student needs;
- The supplementary aids and supports needed by the student;
- The environment as well as what occurs in that environment;
- The general education curriculum;
- A review of the appropriateness and educational benefits of each service and environment being considered for the individual;
- Nonacademic and extracurricular activities in which same age peers participate.

Dunkerton Community School District offers a full continuum of services for eligible students ages three through twenty-one. Students may access any number of points on the curriculum throughout a given school day in order to meet his or her needs; however, the school district consistently strives to serve students in the least restrictive environment.

Early Childhood Services (ages 3-5)

Dunkerton Community School District adheres to the federal data regarding definitions of settings for preschool. The federal definitions are as follows:

Regular early childhood program - Less than 50 percent of children eligible for special education, including those with support only IEP's.

Early childhood special education (ECSE) program - More than 50 percent of children eligible for special education, including those with support only IEP's.

Early Childhood Continuum of Services

Early Childhood Program: Services are defined as occurring in the general education classroom. The teacher holds a license issued by the Board of Educational Examiners that includes pre-kindergarten and early childhood special education. The teacher is responsible for direct instruction, preparation of materials, adaptation 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 Program Monitored by a Licensed Early Childhood Special Education Staff:

Services are defined as occurring in the general education classroom. The classroom teacher holds a license for pre-kindergarten. The general education teacher is responsible for the classroom instruction and implementation of adaptations and accommodations as specified in the IEP. The licensed Early Childhood Special Education staff is responsible for monitoring the implementation of services described in the IEP and monitoring student progress relative to goals in the IEP.

Early Childhood Special Education Program: Services are defined as direct specially designed instruction provided to students with disabilities by a licensed early childhood special education teacher. The curriculum is tied to the general education curriculum, but is modified to meet the needs of the students. Classroom instruction is provided by a licensed Early Childhood Special Education Teacher.

Co-taught Early Childhood Program: Services are defined as a general education early childhood classroom. The general education curriculum and specially designed instruction are provided to a group of students with disabilities and without disabilities. All aspects of classroom instruction are co-planned and co-taught by a licensed early childhood special education teacher and an early childhood teacher.

The Early Childhood Special Education Teacher is responsible for monitoring the implementation of services described in each IEP and monitoring student progress relative to goals in the IEP.

Additional Considerations

- The Dunkerton Community School District will provide a full continuum of early childhood placements to children who are eligible for instructional IEP services. These early childhood placements will provide instructional services that adhere to one or more of the following Preschool Program Standards:
 - Iowa Quality Preschool Program Standards (QPPS);
 - Head Start Program Performance Standards; or
 - National Association for the Education of Young Children Accreditation (NAEYC)
- The district will implement the Iowa Quality Preschool Program Standards (IQPPS) in settings where 3-5 year old children with IEP's are served.

School Age Services (ages 5-21)

Students may receive different services at multiple points along the continuum based on the needs stated in the IEP. Services will be provided in the least restrictive environment.

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 kindergarten through age 21.

School Age Continuum of Services (from least to most restrictive)

K-12 Consulting Teacher Services: Consulting teacher services are defined as indirect services provided by a certified special education teacher to a general education teacher in adjusting the learning environment and/or modifying his/her instructional methods using specially designed instruction strategies to meet the individual needs of a student with a disability receiving instruction in the general education classroom.

K-12 Co-Teaching Services: Co-teaching services are defined as the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and nondisabled students. These services are provided by the special education teacher and general education teacher in partnership to meet the content and skills needed of students in the general education classroom. The district will utilize research-based co-teaching models. For example, teachers co-plan, divide the class, and provide the instruction to smaller groups, or teachers co-plan and then co-instruct different components of the content.

K-12 Collaborative Services: Collaborative services are defined as direct specially designed instruction provided to an individual student with a disability or to a group of students with disabilities by a certified special education teacher in a general education classroom setting to aid the student(s) in accessing the general education content area instruction. These services are provided simultaneously with the general education content area instruction.

K-12 Pull-out Supplemental Instruction: Pull-out supplemental instruction is defined as specially designed instruction provided to an individual student with disability or a group of students with disabilities by a certified special education teacher in a special education setting. Pull-out instructional services are designed to supplement instruction provided in the general education classroom through the previously described consulting teacher model, co-teaching model, and collaborative model of service delivery. Supplemental instruction provided in a pull-out setting does **not** supplant the instruction provided in the general education classroom.

Behavior Intervention Pull-out (Raider Reset Room): For students with identified Behavior Intervention Plans and students who would benefit from a therapeutic room the Raider Reset Room (RRR) will be available with various activities and spaces for movement and de-escalation. The RRR will be used to support tier 2, and tier 3 behavior intervention.

K-12 Reverse Consultation Services: Reverse consultation services are defined as direct specially designed instruction provided to an individual student with a disability or to a group of students with disabilities by a certified special education teacher in a special education setting to aid the student(s) in accessing the general education content area instruction. A general education teacher licensed in the core content area collaborates with a special education teacher to jointly plan lessons and instructional strategies. The general education teacher

supervises the curriculum and is responsible for assigning student grades. The special education teacher is responsible for providing direct instruction. Both teachers are responsible for on-going progress monitoring and formative assessment. Reverse consultation is a model of service delivery used only with a small number of students who exhibit significant cognitive or behavioral skill deficits, yet are expected to achieve district standards rather than alternative standards. Documentation of regular and frequent consultation, joint planning and assessment of student progress is required.

K-12 Special Class: Special class services are defined as direct specially designed instruction provided to an individual student with 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.

Special School Services: Special School Services are defined as specially designed instruction provided to individual students with the most significant disabilities. Intensive instructional services are provided in an alternate highly structured setting by certified special education teachers and staff. These services should only be considered when less restrictive points on the continuum have been unable to meet the needs of an individual student.

Hospital/Homebound Instruction Services: Hospital/Homebound Instructional Services are defined as specially designed instruction provided to individual students with disabilities who are unable to attend school for a period of two weeks or more due to a health need such as recovering from surgery, a compromised immune system or a psychiatric disorder. Instruction is provided by a certified special education teacher. These services are only provided when recommended by a doctor or mental health professional and are typically short-term in nature.

Work Experience Services: Students age 14 and older who are eligible for special education services may receive work experience instruction. Work experience instruction is typically offered during 11th and 12th grade. For students to receive work experience instruction, specific career/vocational needs must be identified on the IEP. A work experience/transition specialist will collaborate with a HS special education teacher to make arrangements for a student to engage in job shadowing or explore work sites on a part-time, temporary basis in the community. Instruction in job-seeking and job-keeping skills will be provided to support workplace learning readiness and career preparation.

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

Special Education teacher rosters will be formally reviewed as needed throughout the year by the teacher, the building special education coordinator and/or principal and an Central Rivers AEA representative. Roster review will be scheduled as follows:

1. At the beginning of the school year (August/September)
2. Throughout the school year as new students are identified or move into the district
3. During the month of April (to project rosters and make plans for the next school year)

A teacher's caseload will be formally reviewed when either of the following occurs:

1. The number of students on a teacher's roster, the level of services these students receive, and the amount of time a teacher spends engaged in joint planning/collaboration indicates a need to conduct a caseload review.
2. A special education teacher expresses concern about his/her ability to effectively perform the essential functions of his/her job due to caseload.

Caseload Determination Review

Caseload Determinations will be made by assigning points for the intensity of services required by each IEP on a teacher's roster. A teacher may be assigned a caseload within a range of 25 - 35 total points. This caseload limit may be exceeded by no more than 10% if doing so does not prevent the affected teacher's ability to provide the services and support specified in his or her student's IEP's.

The following student worksheet will be used to determine caseloads for special education teachers' rosters:

Caseload Determination Worksheet - By Student

Student Name _____

Services listed on student's IEP	Point Value	Score
Student qualifies for Special Education services	1 pt	
How many goals does this student have?	.5 pt each	
How many subjects/periods does the student require co-teaching?	1 pt each	
Does the student require an extra adult or 1:1 support?	.5 pt	
Does the student qualify for Iowa Alternate Assessment?	1 pt	
Are there unique circumstances this student requires? (i.e. work experiences, travel, etc)	1 pt	
Does this student have a Behavior Plan?	1 pt	
Is it a transition year for this student?	.25 pt	
Does this student require program modifications?	.5 pt	
TOTAL		

A teacher may be assigned a caseload within a range of 25 - 35 total points.

What procedures will a special education teacher use to resolve caseload concerns?

Special education teachers are expected to engage in informal problem-solving with their Central Rivers AEA team representative and building principal prior to submitting a formal request for caseload review.

Steps to follow when a teacher formally requests a case review

1. Teacher will submit a request for a caseload review in writing to the building special education coordinator and/or principal.
2. Within ten working days, the building special education coordinator and/or principal will meet with the special education teacher and Central Rivers AEA team representative to review and clarify concerns the teacher has expressed about his/her caseload.
 - a. The teacher requesting the review is responsible for gathering relevant information to support his/her request for caseload review. This information might include,
 - i. Number of IEP's/number of IEP goals
 - ii. Teacher's schedule and instructional grouping
 - iii. Collaboration and co-teaching assignments
 - iv. Number of grade divisions (i.e. secondary/elementary) teacher is assigned
 - b. An attempt will be made to resolve the teacher's caseload concerns informally at that time.
 - c. The building special education coordinator and/or principal will provide a written response to the teacher's request.
3. If the teacher's caseload concern cannot be satisfactorily resolved, the teacher's written request and the building special education coordinator and/or principal's written response will be sent forward to the district superintendent.
4. The district's superintendent and Central Rivers AEA special education coordinator will review the request and gather relevant information from the building special education coordinator and/or principal, special education teacher, and Central Rivers AEA team representative.
5. Within twenty working days following receipt of the teacher's formal request for caseload review, the district superintendent will send a written determination to the building special education coordinator and/or principal and special education teacher.
6. If the teacher requesting review does not agree with the written determination made by the district superintendent, the teacher may appeal to the Central Rivers AEA Director of Special Education or designee.
7. The Central Rivers AEA Director of Special Education or designee will meet with personnel involved and render a written decision.

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?

Purpose

Depending upon any needs indicated by data or determination assigned by the State, the district will examine the District Developed Plan to determine if a revision to the plan is warranted in order to effect the desired change.

Individual

Individual student progress on IEP goals will be reviewed and discussed on a regular and ongoing basis by the special education and general education teacher(s) along with the AEA special education consultant and school administrator as appropriate. The purpose of this review is to determine if adequate progress is being made, if any adjustment in instruction is needed, or if other targeted or intensive interventions are needed. (Note: changes in goals, proficiency criteria, or LRE must occur through an IEP team meeting).

School

Both schools in the district will review student progress monitoring, formative, and/or summative evaluations. The IEP subgroup growth and achievement data will be reviewed and discussed by teams which includes both special education and general education teachers. Each school will develop a school-based plan to close the achievement gap. These plans will be monitored on a regular basis at the school level and at the district level at least annually. In the event that this process created the need to revise the DDSDP, the district will follow the process to revise and readopt the DDSDP.

District

The Dunkerton Community School District will examine Every Student Succeeds Act (ESSA) data, district-wide assessment data, and student progress on IEP goals to determine the effectiveness of the service delivery plan. If the district meets the requirements or shows growth in each area, the delivery system will be considered effective. If the district does not meet the requirements, the district will work in collaboration with the State and AEA to develop an action plan.

Assurances

- 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 following:

- The provision of accommodations and modifications to the general education environment and program, including modification and adaptation of curriculum, instructional techniques and strategies and instruction materials.
- The provision of specially designed instruction and related activities through cooperative efforts of the special education teachers and general education teachers in the general education classroom.
- The provision of 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.
- The district assures that prior to the school board adoption, the District Developed Service Delivery Plan (DDSDP) was available for comment by the general public.
- The district assures the DDSDP 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).
- The district ensures the AEA Special Education Director verified the delivery system is in compliance with the Iowa Administrative Rules of Special Education.
- The district ensures the school board has approved the DDSDP for implementation.