

# OSAGE COMMUNITY SCHOOL

## DISTRICT DEVELOPED SERVICE DELIVERY PLAN



Spring 2023

## **Process Used to Develop the Delivery System for Eligible Individuals**

This District Developed Service Delivery Plan (DDSDP) was developed in accordance with the Iowa Administrative Code Rule 41.408(2)"C". The group of individuals who developed the plan included parents of eligible individuals, special education teachers, general education teachers, administrators and Central Rivers AEA administrators. This process and the group of individuals was approved by the board of education on February 20, 2023. The committee met to revise the plan, the plan was made available for public comment, and the finalized DDSDP was approved by the board of education on .....

### **District Developed Service Delivery Plan (DDSDP) Development Team**

- Greg Adams, Elementary Principal
- Sarah Leichsenring, Middle School Principal
- Mike Kennedy, High School Principal
- Jennifer Schmitt, Shared Director of Special Education
- Elle McConnell, Elementary Special Education Teacher
- Emily Bushbaum, Elementary Special Education Teacher
- Kali Kyhl, Elementary Special Education Teacher
- Donna Wagner, High School Special Education Teacher
- Chuck Bangert, Middle School Special Education Teacher
- Ashlyn Hubbard, Middle School Special Education Teacher
- Tracie Kofoot, High School Special Education Teacher
- Ryan Fank, MS/HS Special Education Teacher
- Barb Schwamman, Superintendent
- Parent & School Board Member, Kelsey Jensen
- General Education Teacher, Barb Foster
- General Education Teacher, Molly Ferrell
- Parent, Amanda Warrington
- Laurie Huftalin, Central Rivers AEA School Social Worker
- Jody Albertson, Central Rivers AEA Regional Administrator
- Brittany Promes, Osage Community School Social Worker
- Mardith Degroote, Central Rivers AEA Early Childhood Special Education Consultant

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

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 benefit of each service and environment being considered for the individual;
- Nonacademic and extracurricular activities in which same age peers participate.

The Osage 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 their needs. However, the school district consistently strives to serve students in the least restrictive environment. The 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.

## Early Childhood Program

*Please note that these services are organized in a continuum from less restrictive to the most restrictive. Students who are eligible for services will proceed through this continuum, always being served in the least restrictive environment possible to meet their needs.*

<b>Early Childhood Consulting Teacher Services</b>	<b>Early Childhood Consulting Teacher Services</b> are defined as indirect services provided by a licensed early childhood special education teacher to a certified preschool teacher in adjusting the learning environment and/or modifying instructional methods using specially designed instructional strategies to meet the individual needs of a student with a disability receiving instruction in the <i>general education preschool classroom</i> (Community Partner or Osage Preschool) . The licensed Early Childhood Special Education staff is responsible for monitoring the implementation of services described in each IEP and monitoring student progress relative to goals in the IEP. Our preschool program adheres to Iowa Quality Preschool Program Standards (IQPPS).
<b>Specially Designed Instruction in the Early Childhood Classroom</b>	<b>Specially Designed Instruction in the Early Childhood Classroom</b> (Community Partner or Osage Preschool) is 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 early childhood special education teacher in a <i>general education classroom</i> to aid the student(s) in accessing the general education curriculum. These services are provided simultaneously with the general education content area instruction. Our preschool program adheres to Iowa Quality Preschool Program Standards (IQPPS).
<b>Specially Designed Instruction in the Special Education Setting (Pull Out)</b>	<b>Specially Designed Instruction in the Special Education Environment</b> is defined as direct specially designed instruction provided to an individual student with a disability or a group of students with disabilities by a licensed early childhood special education teacher to provide supplementary instruction that cannot otherwise be provided during the student's regular instruction time. These services are provided in an individual or small group setting for a portion of the day and supplement the instruction provided in the general education classroom (Community Partner or Osage Preschool). The specially designed instruction provided in these settings is in addition to the instruction provided in the general education classroom.
<b>Special Class Early Childhood Services or Total Programming</b>	<b>Special Class Early Childhood Services or Total Programming</b> are defined as direct specially designed instruction provided to an individual student with a disability or a group of students with disabilities by a licensed early childhood special education teacher to provide instruction that is tied to the general education curriculum but has been modified to meet the unique needs of the student(s) in a self-contained special education setting. (This means the student is receiving primary core instruction in one or more content areas separate from same-age peers.)
<b>Hospital/Homebound Services</b>	<b>Hospital/Homebound Instructional services</b> 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 licensed early childhood special education teacher.

## K-12 PROGRAM

Please note that these services are organized in a continuum from less restrictive to the most restrictive. Students who are eligible for services will proceed through this continuum, always being served in the least restrictive environment possible to meet their needs. **Students with special education services will also have access to all general education MTSS/WIN TIME/GREEN TIME interventions.**

<b>Consulting Teacher Services</b>	<b>Consulting Teacher Services</b> 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 instructional methods using specially designed instructional strategies to meet the individual needs of a student with a disability receiving instruction in the <i>general education classroom</i> .
<b>Co-Teaching Services</b>	<b>Co-teaching Services</b> are defined as the provision of specially designed instruction and academic instruction provided to a group of students with <u>and</u> without disabilities. These services are provided by the special education teacher and general education teacher in partnership to meet the content and skill needs of students in the <i>general education classroom</i> . These services may incorporate several different approaches: 1) One Teach, One Observe; 2) One Teacher, One Assist; 3) Station Teaching; 4) Parallel Teaching; 5) Alternative Teaching; and 6) Teaming.
<b>Specially Designed Instruction in the General Education Environment</b>	<b>Specially Designed Instruction in the General Education Environment</b> is 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 to aid the student(s) in accessing the general education curriculum. These services are provided simultaneously with the general education content area instruction.
<b>Specially Designed Instruction in the Special Education Environment or Pull-Out Instruction</b>	<b>Specially Designed Instruction in the Special Education Environment</b> is 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 supplementary instruction that cannot otherwise be provided during the student's regular instruction time. These services are provided in an individual or small group setting for a portion of the day and supplement the instruction provided in the general education classroom through Consulting Teacher services or Co-teaching services. The specially designed instruction provided in these settings is <b>in addition</b> to the instruction provided in the general education classroom.
<b>Special Class Services or Total Programming</b>	<b>Special Class Services</b> 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 that 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. (This means the student is receiving his or her primary core instruction in one or more content areas separate from same-age peers.)

<p><b>Special School Services</b></p>	<p><b>Special School Services</b> are defined as specially designed instruction provided to individual students with the most significant disabilities. Intensive instructional services are provided in a 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.</p>
<p><b>Hospital /Homebound Services</b></p>	<p><b>Hospital/Homebound Instructional Services</b> 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.</p>
<p><b>Work Experience Services</b></p>	<p><b>Work Experience Services</b> are defined as specially designed instruction provided to an individual or a group of students with disabilities with specific career/vocational needs according to their IEP. Work experience instruction is typically offered during 11<sup>th</sup> and 12<sup>th</sup> grade. Instruction is provided by a certified Work Experience Coordinator in collaboration with the students special education teacher.</p>

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

The teacher, the building principal, district special education director, and Central Rivers AEA representative will review special education teacher rosters at least 3 times per year. Roster reviews will be scheduled as follows:

1. At the beginning of the school year (August/September)
2. During the month of December (Start of Second Semester)
3. During the month of April / May or end of school year (to project rosters / plan for next school year)

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

1. The number of students on a teacher's roster and the intensity of services these students require indicate 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.

### **Special Education Teacher Caseload Determination**

Caseloads will be tentatively set in the spring for the following year. Caseloads may be modified based on summer registration and actual fall enrollments.

A "full" teacher caseload will be considered to be within a range of 45-55 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 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 formal process for resolving caseload concerns that is described in this plan.

## 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, district special education director, and building principal prior to submitting a formal request for caseload review.

### Steps to follow when a teacher formally requests a caseload review:

1. Teacher will submit a request for a caseload review in writing to the building principal.
2. Within 5 working days, the building principal and district special education director 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 a caseload review. This information might include, but is not limited to:
    - i. Number of IEPs
    - ii. Teacher's schedule and instructional grouping
    - iii. Collaboration and co-teaching assignments
    - iv. Number of buildings that teacher is assigned
  - b. An attempt will be made to resolve the teacher's caseload concerns informally at that time.
  - c. The building 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 Principal's written response will be forwarded to the district special education director. The district special education director will review the request and provide a written determination within 5 working days.
4. If the teacher's caseload concern cannot be satisfactorily resolved, the teacher's written request, the Principal's written response, and the district special education director's determination will be sent forward to the district superintendent.
5. The district superintendent and Central Rivers AEA regional administrator will review the request and gather relevant information from the principal, special education teacher and Central Rivers AEA team representative.
6. Within 10 working days following receipt of the teacher's formal request for caseload review, the district superintendent will send a written determination to the building principal and special education teacher.
7. 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 Executive Director of Special Education or his/her designee.
8. The Central Rivers AEA Executive Director of Special Education or his/her designee will meet with personnel involved and render a written decision.
9. If a district is exceeding the limits specified in this plan, it may ask the Central Rivers AEA Executive Director of Special Education to grant an adjusted caseload status.



## **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?**

### **Individual**

Individual student progress on IEP goals will be reviewed and discussed on a regular and on-going basis by the special education and general education teacher(s) along with the AEA consultant/specialist and school administrator as appropriate. The purpose of this review is to determine if adequate progress is being made and if any adjustments are needed.

### **School**

The students with disabilities subgroup performance in both reading and math will be reviewed and discussed within PLC teams, which include both general and special education teachers. Subgroup achievement, growth, and the achievement gap will be included as items for discussion and planning. Schools with a subgroup achievement gap will utilize a school-based action plan to close the achievement gap.

### **District**

At least once per year, district administrators will examine their special education district profile and the Iowa School Performance Profile. If these data indicate a significant achievement gap, district staff will work in collaboration with Central Rivers AEA staff to develop an action plan. District leadership will examine IDEA-DA data annually and develop an action plan appropriate for the district's identified level.

Item Number	Score Descriptor	Quantity	Weight or Points	Points Assigned
1. Number of students	How many IEP students are on your roster (you are responsible for writing the IEP, IEP meeting, progress monitoring, and reporting to parents)?		x 1	
	How many goals do you instruct and monitor for students who are not on your roster?		x .25	
	How many students do you plan work experience opportunities for?		x .25	
2. Goals	1-2 goal areas served by the special education teacher		x 1	
	3-4 goal areas served by the special education teacher		x 1.25	
	5 or more goal areas served by the special education teacher		x 1.5	
3. Instruction	<b>Identify each of the students in a category below. Include specially designed instruction provided by a certified special education teacher in the general education environment or special education environment.</b>			
	Up to 2 hours per day of specially designed instruction		X 1.0	
	Between 2-5 hours per day of specially designed instruction		X 1.5	
	More than 5 hours per day of specially designed instruction		X 2.0	
4. BIPs	How many roster students are on a behavior intervention plan (BIP)?		x 1	
5. Paras	How many para-educators do you regularly collaborate with? (Collaboration at least 20 min. per week)		x 1	
6. Off-site	How many students do you serve off-site (e.g. hospital or home-bound)?		x 1	
7. Alternate Assessment	How many students are on alternate assessment?		x 1	
8. Consultation/ Collaboration	Special Education teacher spends one hour or less per month collaborating with others. (General Ed, SpEd, PT, SLP, OT, DHH, nursing, lunch services, transportation, etc.)		X .5	
	Special Education teacher spends more than one hour per month collaborating with others. (General Ed, SpEd, PT, SLP, OT, DHH, nursing, lunch services, transportation, etc.)		X 1.0	
	<b>Total Points</b>		=	