

Tripoli Community Schools

District-Developed Service
Delivery Plan (DDSDP)

For Special Education Instruction

September 18th, 2024

(Board Approved 9-18-24)

What Process was used to develop the Delivery System for Eligible Individuals?

The district-developed service delivery plan was developed per 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 the Central Rivers AEA Administration.

District Developed Service Delivery Plan Development Group

Jay Marley, Tripoli CSD Superintendent
Sarah Figanbaum, Tripoli Elementary Principal
Pamela Seehase, Curriculum Coordinator / Instructional Coach
Tom Nuss, Tripoli Middle/High School Principal
Helen Milius, Preschool/Elementary Special Education Teacher
Erica Harris, Elementary Special Education Teacher
Amy Ramker, Elementary/ Middle School Special Education Teacher
Tracy Anderson, Middle School/High School Special Education Teacher
Tiffany Halverson, Tripoli Elementary General Teacher
Paula Carlson, Middle School/High School Science Teacher
Katy Urbanek, Special Education / Generalist Teacher
Shelly Masker, Parent of an eligible individual
Angel Copp, Central Rivers AEA Special Education Team Representative
Greg Koppes, Central Rivers AEA Regional Administrator
*Appointed by Amy Knupp, Central Rivers AEA Director of Special Education

How will service be organized and provided to eligible individuals?

Regular Early Childhood Services Monitored by Licensed Early Childhood Special Education Staff: Instructional services are provided in a general education classroom. The general education teacher is responsible for classroom instruction and implementation of adaptations and accommodations as specified in student IEPs. The general education teacher holds a license for preschool. A licensed special education teacher/consultant is responsible for monitoring the implementation of services described in each IEP and monitoring student progress relative to individual student IEP goals. Tripoli's Early Childhood Program meets Quality Preschool Program Standards.

Early Childhood Program: Instructional services are provided in a general education classroom. The general education curriculum and specially designed instruction are provided to a group of students with disabilities and without disabilities. All aspects of three-year-old classroom instruction are co-planned and co-taught by a licensed early childhood special

educator and an early childhood general education teacher. All aspects of four-year-old preschool are taught by a dually certified early childhood general education teacher. The early childhood special educator is responsible for monitoring the implementation of services described in each IEP and monitoring student progress relative to IEP goals. Tripoli's Early Childhood Program meets Quality Preschool Program Standards.

Early Childhood Special Education Program: Specially designed instruction is provided by a licensed early childhood special educator. The curriculum is linked to the general education curriculum but is modified to meet the needs of students with IEPs.

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

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

K-12 Co-Teaching Services: Co-teaching services are defined as the provision of specially designed instruction provided to a group of students with disabilities and nondisabled students. These services are provided by a licensed special education teacher and a general education teacher in partnership to meet the content and skills needs of students in the general education classroom. These services take shape in a variety of manners.

K-12 Pull-out Specially Designed Instruction: Pull-out specially designed instruction is provided to an individual student or a group of students by a licensed special education teacher in an alternate setting. Specially designed instruction does not supplant the universal instruction provided in the general education classroom. The pull-out instruction is designed by a licensed special education teacher.

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 an alternate 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 ongoing 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 Services: Special class 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 licensed special education teacher. This means the student is receiving his or her primary instruction separate from non-disabled peers. These students will be assessed using alternative assessments and could include access to special schools outside of the district.

Work Experience Services: Students age 14 and older who are eligible for special education services may receive work experience support, services, and/or specialized instruction. For students to receive work experience instruction, specific career/vocational interests, career exploration, and skill focuses/needs must be identified in the student's IEP. A work experience/transition specialist will be available to collaborate with HS special education teachers to assess student work readiness skills & abilities, further survey students (strengths, interests, preferences), identify student-specific courses of study (activities/ experiences/ courses/ job shadow opportunities/ work experience placements) necessary to align support to address identified needs within student's Post Secondary Expectations.

Notes:

- The continuum includes services for eligible individuals ages 3-21.
- The district will provide access to this continuum for all eligible individuals based on their IEP. Students may receive different services at multiple points along the continuum based on their IEP.
- Services may be provided within the district or through contractual agreements with other districts and/or agencies, including Central Rivers AEA.
- Contracted services include self-contained special classes in other districts and special schools, home instruction, and instruction in hospitals and institutions.
- Early Childhood Services are available through contractual agreements with other districts and/or Central Rivers AEA which includes services provided in an Early Childhood Special Education Program, home instruction, and instruction in hospitals and institutions.

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

An informal review of special education teacher rosters will occur at least 2 times per year by the building principal. A teacher's caseload will be reviewed upon request 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.

Example of Caseload Determination Review

Caseload determinations will be made by assigning points for the intensity of service required by each IEP on a teacher's roster. Each student is assigned points based on the intensity of services, teacher workload, and student needs.

Shared student services will be determined on an individual basis based on who is conducting and drafting the IEP and providing specially designed instruction and progress monitoring for each goal area.

Tripoli CSD DDP Points Determination	
Points	Goal Areas
.5	Per goal area *SDI only- see note below
.1	Para support per 90 minutes (round up to the next increment if under a 90-minute multiplier)
.1	Assistive Technology/Communication Devices (must include more than just laptop usage with Google Read and Write). Students that are AEMS eligible and the teacher is actively working alongside gen ed teachers to support student access to text.
.25	Support for School Personnel with OT, SLP, PT, and Work Experience only *approved and documented in the IEP by AEA support staff
.5+	Full pull-out and/or reverse consultation services are required *SPED teacher is providing core instruction
.5 +	Tier 1 FBA/ BIP - see below

1.0+	Tier 2 FBA/BIP - see below
3	Any student on Alternate Assessment (Essential Elements) and full programming.
Note: *This does not include goals provided directly by the SLP, OT, PT, Work-Experience, or Vision Iterant teacher. BIP/FBA TIERS Tier 1: Behavior intensity requires minimal para-educator support (less than 50% of the school day) and requires minor interventions, supports, and adjustments throughout the day by the special education and general education teachers. Functional Behavior Assessment and Behavior Intervention Plans are implemented and monitored using IEP progress monitoring schedules. Tier 2: Behavior intensity requires high levels of para-educator support (more than 50% of the school day), and requires significant interventions, supports, and adjustments throughout the day by a variety of school staff and administration. Functional Behavior Assessment and Behavior Intervention Plans are implemented and monitored daily across the entire school day.	

In general, a special education teacher's caseload should not exceed 23 DDP points. The assignment of education assistants must be taken into consideration and may be used to compensate for a caseload that exceeds 23 DDP points. Caseloads of 23 DDP points or more will be considered for further review.

Steps to follow when a teacher formally requests a caseload review.

1. Teacher have a formal meeting with their building principal to determine if a formal request for a caseload review is needed.
 - a. An attempt will be made to resolve the teacher's caseload concerns informally at that time.
 - b. If it is determined that a formal review is needed the special education teacher will submit the special education review form to their building principal.
2. Within ten working days of the written submittal, the Tripoli team as determined (for example, building administrator, special education team representative, or regional administrator) will meet 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) Review of the completed form which was completed by the special education teacher.

3. If the teacher's caseload concern cannot be satisfactorily resolved, the teacher's completed form and results of the team's review decisions will be sent to the district superintendent.

4. The district superintendent and Central Rivers special education Regional administrator will review the request and gather relevant information from the Tripoli building principal, special education teacher, and Central Rivers Team Representative.

5. Within twenty-five working days following receipt of the teacher's formal request for caseload review, the district superintendent will send a written determination to the Tripoli building 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.

7. The Central Rivers AEA Director of Special Education will meet with the 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?

At least once per year, district administrators will examine their special education district profile to review the district's data relative to progress indicators outlined in our state performance plan (SPP) for special education. District administrators will also examine the district's annual progress report each year to review achievement data as it pertains to students with IEPs in the district. This data will be used to determine priorities and develop an action plan for special education instructional services when necessary.

If the district meets or exceeds the target goals outlined in our state performance plan (ISPP and IDEA/DA) for special education, the delivery system will be considered effective.

If the district does not meet target goals, district staff will work in collaboration with Central Rivers AEA staff to develop an action plan designed to promote progress toward these goals.

Purpose

Dependent 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 to effect the desired change.

To meet the State Performance Plan goals, accountability will be addressed in the following ways:

- Individual student IEP goal progress monitoring
- Aggregation of progress monitoring and summative evaluations for groups of students at both school and district levels
- Examination of disaggregated subgroup achievement and ISPP/IDEA/DA data

Individual

Individual student progress monitoring on IEP goals will be graphed at a minimum of once per month. At the end of each quarter, student progress will be reviewed and discussed by the special education and general education teacher(s) and may include AEA support staff and the building principal to determine if adequate progress is being made. If inadequate progress occurs, the IEP team will be notified by the special education teacher and necessary amendments to the IEP may occur.

District Developed Special Education Service Delivery Plan Approvals

DDSDP Committee Approval (including Public Comment) on: 9/18/24

Approval of the DDSDP by the Tripoli Community School Board of Directors on: 9/18/24

District Developed Special Education Service Delivery 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 3-21 and shall provide for the following:

- 1) The provision of accommodations and modifications to the general education environment and program, including settings and programs in which eligible individuals receive specially designed instruction, including motivation and adaptation of curriculum, instructional techniques and strategies and instructional materials.
 - 2) 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.
 - 3) The provision of 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.
 - 4) The provision of specially designed instruction to eligible individuals with similar special education instructional needs is 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 before the school board's adoption, the District Developed Service Delivery Plan (DDSDP) was available for comment by the general public.
 - The district assures 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 assures the AEA Special Education Director verified the delivery system complies with the Iowa Administrative Rules of Special Education.
 - The district assures the school board has approved the DDSDP for implementation.