

Chariton Community School District

Chariton Community School District Mission

Chariton Community School District's mission is successful learning for ALL students.

District Developed Service Delivery Plan (DDSDP)

Adopted by Chariton Community School District School Board Spring 2025

Due for Review & Revision Spring 2030

The required District Developed Service Delivery Plan is a summary of Chariton Community School District's continuum of special education services and the local decision-making process that examines special education teacher caseloads. The teacher caseload process utilizes a points-based matrix to provide data that helps guide the district in making sound recommendations regarding personnel needed to support special education programs. The staffing decisions are made with the intent of ensuring that the district allocates a proper amount and type of resources to best meet the needs of our students with disabilities to ensure a Free and Appropriate Public Education (FAPE). The Iowa Administrative Rules of Special Education, Chapter 41.408, requires each school district to update the plan for delivery of special education services every five years.

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

The Chariton Community School District gathered input from various board approved team members with representation from CCSD administration, general and special education teachers, paraprofessionals, parents, Great Prairie AEA and other district certified staff. Iowa Code, Department of Education resources, sample district plans, and team member input was used to fulfill the requirements of the plan. This plan has been collaboratively developed to ensure that the needs of all students are met.

Board Approved Team Members:

Kayelea Kautz, MS special education
Fairann Campbell, MS general education
Alan Schwarte, MS Principal
Justin Sharp, HS general education
Michelle Deshler, GPAEA Regional Director
Brad Baker, Superintendent
Delaney Briggs, PK Teacher
Josh Morgan, 3-5 Elementary Principal
Missy Atwell, 3-5 parent
Tricia Cobb, HS parent

Jeanna Snook, HS special education
Chad Darrah, 3-5 general education
Doug Hobbs, 3-5 special education
Sarah Harvey, K-2 parent and paraprofessional
Jayme Braida, Pk-2 Principal/Spec Ed Dir.
Stephanie Book, K-2 general education
Tabitha Steffen, MS parent
Tracy Hall, HS Principal
Kaylee Morgan, K-2 special education and parent

Plan Development Process and Timeline

Step	Action	Date Completed
1	District selects and approves team members	December 2024
2	Committee meets and drafts plan	January 15, 2025
3	Plan available for public comment	February 2025
4	AEA Special Education Director verifies compliance	February 2025
5	District School Board approval process	February-March 2025
6	<i>Plan submitted to State Department of Education Consolidated Accountability and Support Application (CASA)</i>	<i>March 2025</i>
7	State Certification Processes State determined	-TBD

How will services be organized and provided to eligible individuals?

General Education Curriculum

The general education curriculum includes the curriculum expected of all children. In Iowa that may include the Iowa Core, Iowa Core Essential Elements, the Iowa Learning Standards, and school-based expectations that may be evident in social-emotional standards, students handbooks etc. References to the Iowa Core throughout this document are referring to the general curriculum most related to the learner and their area of need. (Department of Education; Iowa's SDI Framework, Revision, August 2018)

Child Find Processes in a Multi-tiered System of Supports (MTSS) Framework

The Chariton Community School District will actively seek to identify, locate, and evaluate students who may be in need of special education and/or related services. This process includes the use of data to design targeted general education interventions, accommodations, and supports that address the students' skill deficits and provide access to the general education curriculum. Evidence-based instructional materials and methods will be utilized to implement interventions in a multi-tiered system of support aimed at remediating the students' skill deficits and determining what the students need to be successful. Whenever a child is suspected of having a disability, the district will, in collaboration with Great Prairie Area Education Agency staff, follow required procedures and request the parent's written consent to conduct a full and individual evaluation to assess the child's eligibility for special education services.

The Chariton CSD will ensure each entitled student receives a *Free and Appropriate Public Education* (FAPE) that is reasonably calculated to provide meaningful benefit. This will be done through the development of an Individualized Education Program (IEP). A multidisciplinary team of individuals, including the student's parents, with a vested interest in the student's success, will develop the student's IEP.

The Chariton CSD will 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 also be provided *prior written notice* (PWN) whenever the district initiates, proposes or refuses a change in the identification, evaluation, or placement of a student.

The Chariton CSD will educate special education students alongside their typical peers to the maximum extent appropriate in the *Least Restrictive Environment* (LRE). 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 the 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.

Specially Designed Instruction (SDI)

As a result of the Child Find processes, a learner eligible for special education services in Iowa is entitled to Specially Designed Instruction (SDI) at no cost to the family, to meet his/her unique needs as a learner with a disability. *This includes adapting as appropriate to the needs of the individual learner, the content, methodology or delivery of instruction to address his/her unique needs that result from a disability and to ensure access to the general curriculum, so that he/she can meet the educational standards that apply to all children* (IAC 41.39). These special education and related services must be designed to meet the learner's unique needs and prepare them for further education, employment, and independent living (CFR300.1; IAC 41.1). (Department of Education; Iowa's SDI Framework, Revision, August 2018)

Guiding Principles about SDI

The following foundational beliefs are of key importance as we work together to improve our special education outcomes, services and SDI for our learners:

- Learners receiving special education services are general education learners first and always.
 - Highly effective special education services and outcomes are dependent on highly effective Universal Instruction and a school-wide intervention system.
 - Effective SDI is designed through collaboration between families and highly qualified Educators.
 - SDI is delivered by special education and general education teachers and professionals in various settings across the day.
 - The Iowa Core Standards, Iowa Core Essential Elements, Early Learning Standards, and school-based expectations should drive diagnosis, design and delivery of SDI.
 - Highly effective SDI flows from high quality and specific assessment information.
 - SDI supports learners to use tools, materials and strategies to access Iowa Core Standards and reach grade-level aligned goals.
 - SDI helps learners to address their unique needs as a result of the individual's disability.
- (Department of Education; Iowa's SDI Framework, Revision, August 2018)

Special Education Services Theory of Action

If... CCSD special education teachers work collaboratively with parents, colleagues and other stakeholders to identify the unique needs of students entitled to receive special education services, develop individualized education plans to meet these specific needs and implement the plans with fidelity...

And... They consistently implement child specific, evidence-based instructional strategies to supplement or intensify core instruction...

And... They use valid and reliable student data (i.e. diagnostic, formative, and summative measures) to continuously adjust or refine their instruction...

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

Continuum of Special Education Services for Chariton CSD

The Chariton CSD has a continuum of services available to students eligible for and entitled to receive special education. Students will receive services along this continuum aligned to their unique and individualized needs based on the determination made by the IEP team. These services may look different depending on the student's grade level, current levels of performance, and the research supporting services at that particular level. Students may receive IEP directed services at multiple points along the continuum. 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.

When developing an eligible individual's IEP and placement, the team shall consider the following questions, as well as any other factors appropriate under the circumstances, regarding the provision of special education and related services [41.116(4)a]:

1. What accommodations, modifications and adaptations does the individual require to be successful in a general education environment?
2. Why is it not possible for these accommodations, modifications and adaptations to be provided within the general education environment?
3. What supports are needed to assist the teacher and other personnel in providing these accommodations, modifications and adaptations?
4. How will receipt of special education services and activities in the general education environment impact this individual?
5. How will provision of special education services and activities in the general education environment impact other students?

Each service delivery option along Chariton CSD's continuum is described on the following pages. The service delivery options are listed from least intensive to most intensive as depicted in the visual model below.

Least Intensive

Most Intensive

General Education
with Consultation

General Education
with Collaboration

General Education with
Direct Instruction in
Special Ed Setting

Special Ed Setting with
Direct Instruction

General Education with Consultation

The learner is served in the general education classroom with consultation and support from the special education teacher. A special education teacher serves in a consultative role to a general education teacher that is primarily responsible for providing the collaboratively designed instruction. The model allows a special education teacher to partner with multiple general education teachers without being physically present in the same classroom at the same time.

General Education with Collaboration

The learner receives special education support in the general education classroom through the collaborative model, in which the special education teacher pushes into the general education classroom at targeted times for the purpose of sharing the responsibility for providing specially designed instruction (SDI), accommodations, and/or modifications to allow the learner to access the general education curriculum and for the purpose of skill-building, resulting in increased capacity of general educators to differentiate and execute the IEP with fidelity.

General Education with Direct Instruction in Special Education Setting

The learner receives specially designed instruction and support aligned to the general education curriculum. When the services cannot be appropriately provided in the general education setting, the learner may receive some services within a special education setting. The special education setting is defined by which students are in the group/setting. If other students entitled to receive special education services are a part of the group, even if within the general education classroom, it is considered a special education setting. Students may also receive specially designed instruction in the special education classroom.

Special Education Setting with Direct Instruction

On rare occasions, if the student receives his/her primary core instruction separate from non-disabled peers as a program modification, all services he/she needs will be provided in a special education or separate educational setting (including, but not limited to, self-contained special education classroom, virtual learning platforms, special schools, home-bound instruction, and instruction in hospitals and institutions).

In this model, reverse consultation will be provided by a highly qualified content teacher or general education teacher to ensure the special education service provider is equipped to meet the content standards of the Iowa Core. A reintegration plan will be written to guide data-based decisions of the IEP team to move from more to least restrictive programming.

In addition, services can be described by the amount of time committed to individual students by the special education teacher; Minimal (Less than 5 hours per week), Targeted (Between 5-15 hours per week), and Sustained (More than 15 hours per week).

Inclusive Early Childhood Setting

In the Chariton Community School District, instructional services for identified individuals in the early childhood program are provided in an integrated instructional model while adhering to the Iowa Quality Preschool Program Standards (IQPPS) through the use of a comprehensive instructional

curriculum. The regular early childhood program provides quality instructional services to children with an IEP for ages 3 and older, designed around their unique and individual needs based on the decisions made by the IEP team.

The child is served in the regular early childhood classroom with a teacher(s) who holds a valid practitioner's license issued by the Board of Educational Examiners that includes prekindergarten and early childhood special education (i.e., Endorsement 100: Teacher—Prekindergarten through grade three, including special education). The teachers work in collaboration to provide direct instruction, preparation of materials, adaptations and accommodations as specified in the IEP.

Chariton adheres to the following state required guidelines:

- Regular Early Childhood Program – Less than 50 percent of children with disabilities are being instructed in that setting
- Early Childhood Special Education Program – More than 50 percent of children with Disabilities.
- Iowa Code 16.3(2) Ratio of staff to children. There must be at least one teacher present in a classroom during the instructional time described in sub rule 16.3(4). A minimum of one staff member and one teacher shall be present when 11-20 children are present.
- Staff members shall have reasonable line-of-sight supervision of all children.
- Iowa Code 16.3(3) Maximum class size. There shall be no more than 20 children per classroom for 4 year olds.
- Iowa Code 16.3(4) Instructional time. Eligible children shall receive at least ten hours per week of intentional instruction individualized to meet the needs of the child and directly related to the program's curriculum, such time to be exclusive of recess.

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

CCSD Caseload Determination

Building principals, in collaboration with special education teachers within each building, will tentatively establish the teacher rosters in May, following the special education transition planning meetings each year. The rosters may be modified after fall registration to plan for the upcoming school year.

Rosters and teacher caseload points will be generated and reviewed by September 30 and again in the spring, by March 31. The caseload points will be reviewed by the special education director, building principals, and special education teachers in each building. A teacher may be assigned a caseload with no more than 60 points for MS/HS (6-12) and 50 points for Elementary (PK-5). If the caseload numbers are at or above the threshold (50/60), then a caseload review process will be held to determine whether changes need to be made with the roster.

The special education director will communicate with the special education teachers and building principals when it is time to complete the caseload point process. Each special education teacher is required to use the caseload point sheet provided to generate points based on individual student IEPs on their roster. Then those individual student points will be added together to form a total score for their teacher caseload based on their roster. Those individual student points and total roster points will be submitted to the building principals and director of special education in the format requested and by the date provided. (See caseload sheet)

Caseloads can also be reviewed using the caseload resolution process when initiated by a teacher (or administrator) with good cause.

CASELOAD REVIEW SHEET			
Teacher Name:			
Date Reviewed:			
Please insert the number appropriate to your caseload in the light blue column. If you have any questions, please let me know. It should add up your values automatically. Do not mess with the functions or the first or last column.			
Point Value	Description	Number	Points
1	Each IEP for which the teacher is responsible for IEP writing, IEP meetings, and reporting to parents		
0.5	Each goal area for which you are responsible for progress monitoring and reporting to parents		
0.5	Each student served in the inclusion setting up to 10 hours per week		
1	Each student served in the inclusion setting more than 10 hours per week		
1	Each student for which you provide up to ten hours per week of direct instruction		
1.25	Each student for which you provide between 10 and 25 hours per week of direct instruction		
1.5	Each student for which you provide more than 25 hours per week of direct instruction		
0.25	Each student who will have a three-year reevaluation during the current year.		
1	Each student for whom you plan and supervise work experience		
1	Each teacher with whom you co-teach		
1	Each teacher associate with whom you collaborate		
1	Each student for whom you are responsible for their behavior intervention plan		
1	Each student served off-site (e.g. hospital, homebound, general education preschool)		
	Total		
	Administrator-Please Initial here once you have verified this information		

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

Resolving Concerns Regarding Caseloads

In addition to district scheduled reviews in May, September and March, rosters will also be reviewed to determine manageable caseloads when a specified caseload is exceeding 50 points for elementary (pk-5) and 60 points for middle/high school (6-12) and the special education teacher has a concern about his/her ability to effectively perform the essential functions of his/her job due to the caseload. The following steps will be adhered to:

Requesting a Caseload Review

- 1) All requests must be in writing (email, letter, etc.).
- 2) Requests should initially be given to an individual's principal/supervisor.
- 3) A caseload review committee will be appointed to serve as a review team in collaboration with the district special education director or superintendent.

Members of the caseload review committee will include:

- a) District Special Education Director/superintendent
- b) A PreK - 5 OR 6-12 administrator
- c) A PreK - 5 OR 6-12 special education teacher
- d) A PreK - 5 OR 6-12 general education teacher
- e) AEA Regional Director

Note **The teacher requesting the caseload review and that requesting teacher's supervisor will not be seated as a member of the Caseload Review Committee.*

- 4) The person requesting the review is responsible for gathering relevant information to support their request. This information may include, but is not limited to IEPs, schedule and instructional groupings, collaborative/co-teaching assignments, number of buildings.

Procedural Steps

- 1) Informal problem solving strategies in relation to caseload concerns have been exhausted.
- 2) A written request for caseload review is submitted to the principal/supervisor.
- 3) The request is reviewed for clarification with the principal/supervisor. The principal/supervisor tries to resolve the concern at this point.
- 4) If the caseload concerns cannot be satisfactorily resolved, the request is then sent to the district Director of Special Education who will appoint a caseload review committee.
- 5) Within 10 working days, the caseload review committee will review the request and give a recommendation to the individual's principal/supervisor.
- 6) Upon receipt of the caseload review committee's recommendation, the principal will review the information and discuss it with the individual.
- 7) Within 10 working days, the principal will meet with the individual and provide a written determination.
- 8) If the person requesting the review does not agree with the determination, he or she may appeal to the District Special Education Director or Superintendent who may involve the AEA Regional Director.

- 9) The District Special Education Director will meet with the personnel involved and will provide a written decision.

How will the delivery system meet the targets in the state's performance plan and any determinations set by the state according to the state's performance plan outcomes?

What is the process used to evaluate the effectiveness of the system for making caseload determinations?

The Chariton CSD will examine the following data sets annually to determine the overall effectiveness of the special education delivery model:

- IDEA Differentiated Accountability results
- Individual student outcomes (i.e. data walls)
- Number of students exiting special education
- District wide assessment data for individuals with disabilities
- Percent of students graduating
- Percent of special education identification

For those areas that meet expected targets, consideration will be given to sustainability of best practices leading to those outcomes. If the district does not meet expected requirements, the district will work in collaboration with Great Prairie AEA and resources provided by the State Department of Education to review needs and if determined necessary, make system, program and caseload level changes based on the targeted area of concern that will lead to improved outcomes for CCSD students.

District Developed Special Education Service Delivery Plan Assurances

1. 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:
 - a) The provision of accommodations and modifications to the general education environment and program, including settings and programs in which eligible individuals aged 3 through 21 receive specially designed instruction, including modification and adaptation of curriculum, instructional techniques and strategies and instructional Materials.
 - b) 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
 - c) 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.
 - d) 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.
2. The district assures the school board has approved the development of the plan for creating a system for delivering specially designed instructional services.
3. The district assures that prior to the school board adoption, this delivery system was available for comment by the general public.
4. The district assures the delivery system plan was developed by a committee that included parent representation of eligible individuals, special education teachers, general education teachers, administrators, and at least one AEA representative (selected by the AEA Special Education Director).
5. The district assures the AEA Special Education Director verified the delivery system is in compliance with the Iowa Administrative Rules of Special Education.
6. The district assures the school board has approved the service delivery plan for implementation.