Sidney Community School District

Special Education District Developed Service Delivery Plan (DDSDP)

November 2025

Overview of Steps

Step	Action
1	The district selects the committee.
2	The committee reviews and analyzes data and develops the plan.
3	The plan is available for public comment.
4	The AEA Special Education Director verifies compliance.
5	The district school board approves the plan prior to adoption.
6	The plan is entered and certified in the C-Plan.
7	The plan is reviewed in connection with the 5 year accreditation cycle or earlier if required by a determination given by the state.

Committee Representation

The development committee will have representation from the following groups:

- Parents of eligible individuals – Jaclyn Hale, Melinda Olson, Liv Wheeler
- Special education teachers - Lori Goodman, Lynn Higgs, Sarah Madison, Trisha Payne, and Sierra Schebaum
- General education teachers - Kaitlyn Brocka, Samuel Cheadle, Cassie Lang, and Ashley Smith
- District administrators – Shannon Wehling, Elementary Principal, Kimberly Payne, Secondary Principal, and Michael Brown, Superintendent
- AEA representation – Kelly Jolly, GHAEA SPED Consultant
- Other members as deemed appropriate

Considerations

Teacher representation shall be appropriate for the educational levels being addressed. The Sidney Community School District serves learners in PreK-12 grades. Committee representation will be of equal representation from the elementary and secondary special educators and general educators.

Overview

The content requirements of the District Developed Service Delivery Plan will be met through a set of five questions and a series of assurances.

Questions

1. **What process was used to develop the special education delivery system for eligible individuals?**

The Sidney Community School Special Education District Developed Service Delivery Plan (DDSDP) was created in accordance with Iowa Administrative Code rule 41.408(2)"c". The multidisciplinary team of individuals who developed the system included parents of eligible individuals, special educators, general educators, administrators, other members as deemed appropriate, and at least one representative of the Area Education Agency (AEA).

Multidisciplinary Committee Members

- Parents of Eligible Individuals
  - Jaclyn Hale
  - Melinda Olson
  - Liv Wheeler
- Special Educators
  - Sierra Schebaum (early childhood special educator)
  - Lori Goodman (elementary special educator)
  - Trisha Payne (elementary special educator)
  - Lynn Higgs (secondary special educator)
  - Sarah Madison (secondary special educator)
- General Educators
  - Cassie Lang (elementary educator)
  - Ashley Smith (elementary educator)
  - Kaitlyn Brocka (secondary education)
  - Samuel Cheadle (secondary education)
- Administrators
  - Shannon Wehling (PK-6 Elementary Principal)
  - Kimberly Payne (Secondary Principal)
  - Michael Brown (Superintendent)
- AEA Representation
  - Kelly Jolly (GHAEA SPED Consultant)

Meeting Dates

- November 2, 2025
  - District committee selection
  - Committee members present: Shannon Wehling, Kimberly Payne, Sierra Schebaum, Lori Goodman, Trisha Payne, Lynn Higgs, Sarah Madison, and Kelly Jolly
- November 9, 2025
  - Initial draft meeting
  - Reviewed draft, made adjustments, and finalized the plan
  - Committee members present: Michael Brown, Shannon Wehling, Kimberly Payne, Sierra Schebaum, Lori Goodman, Trisha Payne, Lynn Higgs, Sarah Madison, and Kelly Jolly
- November 17, 2025
  - SCSD School Board will have the District Developed Service Delivery Plan available for public comment.
  - Public comments may be provided in writing or orally
  - The plan will be posted on the district website (www.sidneyschools.org)
  - The plan will be available for review in the Board Secretary's office located at Sidney Jr. High/High School, 2754 Knox Road, Sidney, IA 51652
  - Presentation of District Developed Service Delivery Plan to the SCSD School Board
- November 20, 2025
  - Plan sent to AEA Special Education Director, Ivan Gentry.

On-going Data Review

Student performance data will be reviewed throughout each academic year through a variety of formative and summative assessments (i.e. FAST, Get Ready to Read, MAP, and ISASP).

2. How will services be organized and provided to eligible individuals?

The Sidney Community School District provides the following continuum of service to students (including district residents, tuitioned in from other districts and those attending the alternative setting). 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 or agencies. The continuum includes services for eligible individuals ages 3-21.

Consulting Teacher Services

Consulting Teacher Services are defined as indirect services provided by a certified special education teacher to a general education or regular early childhood program teacher in adjusting the learning environment and/or modifying his/her instructional

methods using specially designed instruction strategies to meet individual needs of a student with a disability receiving instruction in the general education classroom or program.

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 or regular early childhood program teacher in partnership to meet the content and skill needs of students in the general education classroom or program. These services take shape in a variety of ways. For example, teachers co-plan and then co-instruct different components of the content. In all co-teaching arrangements, the special educator takes primary responsibility for designing and delivering specially designed instruction, assuring access to the general curriculum, and assessing the progress of students with IEPS. The effectiveness of services provided through co-teaching have a strong research base.

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 or regular early childhood program to aid the student (s) in accessing the general education curriculum. These services are provided simultaneously with the general education or preschool content area instruction.

Out-of-Class Services

Out-of-Class services (e.g., Pull-Out) 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 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. These services supplement the instruction provided in the general education classroom or program through Consulting Teacher services or Collaborative/Co-Teaching services. The specially designed instruction provided in settings outside of the general education classroom or Regular Early Childhood Program does **not** supplant the instruction provided in the general education classroom.

Special Class/Early Childhood Special Education Program (ECSE)

Special Class or ECSE services are defined as direct specially defined instruction provided to an individual student with a disability or 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 diverse needs of the student(s) in a self-contained setting (including, but not limited to special classes/ECSE Program, 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. This instructional service uses the Head Start Program Performance Standards.

Regular Early Childhood Program with Teacher holding Dual Endorsements

(PK-K Teacher, PreKindergarten-Kindergarten Classroom - 103, PK-K Early Childhood Special Education - 262)

The child is served in the regular early childhood classroom with a teacher who holds a valid practitioner's license issued by the Board of Educational Examiners that includes prekindergarten and early childhood special education. The teacher is responsible for direct instruction, preparation of materials, adaptations 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. This instructional service uses the Iowa Quality Preschool Program Standards.

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

In the Sidney Community School District, caseloads will be tentatively set in the spring for the following academic year. Caseloads may be modified based upon summer registration and actual fall enrollments. Caseloads will be reviewed at least twice during the school year by individual district special education teachers with their building principal and/or special education coordinator.

In determining special education teacher caseloads, the Sidney Community School District will use the following values to assign points to the programs of each eligible (and Intervention Plan students) receiving an instructional program in the district.

A caseload will be reviewed if a teacher is assigned a caseload with more than seventy (70) total points. A "full" teacher caseload will be considered to be 50-70 total points.

Caseload Determination

1. How many IEP students are on your roster? _____

2. List the number of students in each category below:

   a. Number of Level 1 students ____ x 1.72 _____

   b. Number of Level 2 students ____x 2.21 _____

   c. Number of Level 3 students ____ x 3.74 _____

3. How many students on your roster will have a 3-year reevaluation this year?
   ____ x .25 _____

4. For how many roster students will you be planning and supervising work experience? _____

5. With how many teachers do you co-teach? _____

6. How many students on your roster are dependent upon an adult for their physical needs? _____

7. How many students are on a BIP? _____

8. With how many associates do you collaborate? _____

9. How many students do you serve off-site (e.g., hospitalized, home-bound, in general education preschools, SAC Virtual Academy, etc)? _____

To calculate total points add items 1-9 together **Total _____**

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

According to the Administrative Rule of Special Education, the caseload of special education teachers will be monitored on a regular basis. Utilization of informal problem solving techniques should be used prior to requesting a caseload review and appeal. This could include the consultation with a colleague, a building administrator, of the District Director Special Education.

Caseloads will be reviewed at least three times per year by individual LEA special education teachers with their building principal and/or special education coordinator. In addition to scheduled reviews, caseloads will also be reviewed under the following circumstances:

- When a specified caseload is exceeded. If the caseload limit is or will be exceeded by 10% for a period of 6 weeks, then a review may be requested in writing.
- When a teacher has a concern about his/her ability to effectively perform the essential functions of his/her job due to caseload.

Individual Review Dates

A scheduled review of teacher caseloads will be conducted by the building the building principal and special education teacher(s) as follows:

- Beginning of academic school year by September 15
- End of second academic semester (plan for next academic year) by May 15

Upon review, if there appears to be an overload, the teacher may request and the principal will arrange a Caseload Assistance Team (CAT) meeting. The CAT will consist of three teachers, a building administrator, and an AEA representative. The CAT will make recommendations regarding a need for adjustments to a teacher's schedule, roster, etc.

Requesting a Caseload Review

- All requests must be in writing
- Requests should initially be given to an individual's principal/supervisor
- A Caseload Assistance Team (CAT) will be appointed annually to serve as a review team in collaboration with the building principal/supervisor
- 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 your principal/supervisor.
3. The request is reviewed for clarification with your 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 caseload committee.
5. The committee will gather additional information as necessary.
6. Within ten (10) working days, the caseload committee will review the request and give a recommendation to the individual's principal/supervisor.
7. Upon receipt of the committee's recommendation, the principal will review the information and discuss it with the individual.
8. Within ten (10) working days, the principal will meet with the individual and provide a written determination.
9. If the person requesting the review does not agree with the determination, he/she may appeal to the AEA Director of Special Education.
10. The AEA Director/designee will meet with personnel involved and will provide a written decision.

5. **How will the delivery system for eligible individuals meet the targets identified in the state's performance plan? How will the delivery system for eligible individuals address needs identified by the state in any determination made under Chapter 41? What process will be used to evaluate the effectiveness of the delivery system for eligible individuals?**

In order to meet the State Performance Plan (SPP) and Annual Progress Report (APR) goals, the Sidney Community School District, accountability will be addressed in the following ways to determine priorities and develop and action plan:

Individual
Individual student progress on IEP goals will be reviewed and monitored on a regular and on-going basis by the special education teacher. In addition to, review and discussion with general education teacher(s), AEA consultant/specialist, 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 through RtI or special education are indicated.

School: Aggregated by School and District
Each school in the district will review student progress monitoring, formative, or summative evaluations every twelve (12) weeks. The IEP subgroup performance both in reading and math will be reviewed and discussed by grade level 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. If the district meets SPP/APR requirements, the delivery system will be considered effective. However, grade level teams with a subgroup achievement gap; thus, impeding progress toward meeting the district SPP/APR requirements, will develop a school-based plan to close the achievement gap by grade level in each school. These plans will be monitored at the school every semester and at the district level at the end of each school year. In the event that this process creates the need to revise the DDSDP, the district will follow the process to revise and re-adopt the DDSDP.

District: Disaggregated by School Levels
At the district level, IEP subgroup data for each school, along with the plans as described above, will be reviewed on an annual basis by the district's leadership team. IEP student data will also be disaggregated and examined by school level (elementary, middle, high). In addition, the district will examine their SPP/APR data to determine priorities and develop an action plan as needed. If the district meets SPP/APR requirements, both procedural and performance, 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.