



District Developed Service Delivery Plan for Special Education

*A comprehensive plan outlining a full continuum of services
designed to address the needs of learners with disabilities*

August, 2019

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

The delivery system was developed in accordance with Iowa Administrative Code rule 41.408(2)"c". The group of individuals who developed the system included parents of eligible individuals, special education teachers, general education teachers, administrators, and representatives from Grant Wood Area Education Agency.

The District Developed Service Delivery Plan was approved by Grant Wood Area Education Agency on June 6, 2019 and by the College Community School District Board of Education on June 19, 2019. The plan will be shared with special education teachers, general education teachers, and district administrators via an email communication from the Executive Director of Special Education. It will also be shared with all community stakeholders by posting the plan on the district website.

Overview of steps in completing this Service Delivery Plan:

Step 1: The district selects the committee.

Step 2: The committee reviews and analyzes data and develops the plan.

Step 3: The plan is available for public comment.

Step 4: The AEA Special Education Director verifies compliance.

Step 5: The district school board approves the plan prior to adoption.

Step 6: The plan is entered and certified in the C-Plan.

Step 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 Members

Parents of Eligible Individuals

Lisa Metzler
Barbara Lehman
Eric Lehman
Carrie Barker

Special Education Teachers:

Kara Visek
Lynette Frommelt
Rachel Lynch
Devon Ashby
Lindsay Fox

General Education Teachers:

Megan Roelfs
Tifani Daly
Heather Feuerhelm

District Administrators:

Cheryl Kiburz
Kathy Schulte
Jennifer Nurre
Kyle Koeppen
Jessica Johnson
Ryan Fritz

Grant Wood Area Education Agency:

Tim Salmon
Jack Rainey

How will services be organized and provided to eligible individuals?

Context in the Development of the Continuum of Services

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).

THE GENERAL CURRICULUM

The general curriculum includes the curriculum expected of all children. In Iowa that may include the Iowa Core, Iowa Core Essential Elements, the Iowa Early Learning Standards, and school-based expectations that may be evident in social-emotional standards, student 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. ([Iowa's SDI Framework, Revision August 2018](#))

FOUNDATIONAL BELIEFS

It is essential school teams believe that all students can learn at high levels. Teams must share collective responsibility for all students' learning. General and special education teachers must be involved in collaborative team meetings and/or Professional Learning Communities (PLCs) taking ownership of every student mastering targets. The following foundational beliefs are of key importance as we work together to improve our special education outcomes, services and Specially Designed Instruction (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.

([Iowa Department of Education; Iowa's SDI Framework, Revision August 2018](#))

SDI IN AN MTSS FRAMEWORK

Learners eligible for special education services are entitled to SDI to address their unique needs and to ensure access to the general curriculum so they can meet educational standards. Therefore, in many cases learners with disabilities will need supports including targeted and/or intensive interventions. This may include accommodations, modifications, services and supports within and across a continuum of educational supports. For example, a learner with a disability and IEP goal in reading may require accommodations such as books specifically selected for his or her reading level or e-text to be able to access instruction at the universal tier. A learner may also require individualized instruction such as preteaching/reteaching to be able to engage with universal instruction. However, they may also need individualized instruction in specific skills and intensified instruction to progress toward grade level standards. These supports and services are just examples of SDI that a learner may need that extends across the tiers of an MTSS system ranging from more intensive to less intensive. **What is most important to know is that SDI can occur in any educational setting and includes all of the unique educational needs of a learner with a disability.**

([Iowa's SDI Framework, Revision August 2018](#))

Introduction to the Continuum of Services at College Community School District

Special Education Services are provided in a variety of ways to meet the individual needs of eligible individuals. The least restrictive environment (LRE) is the educational environment that enables learners with disabilities to receive an appropriate education and provides the learners with maximum opportunities for interaction with peers without disabilities.

Removal from the general education environment may occur only if the nature or severity of the disability is such that education in regular classes (with the use of supplementary aids and services) cannot be achieved satisfactorily.

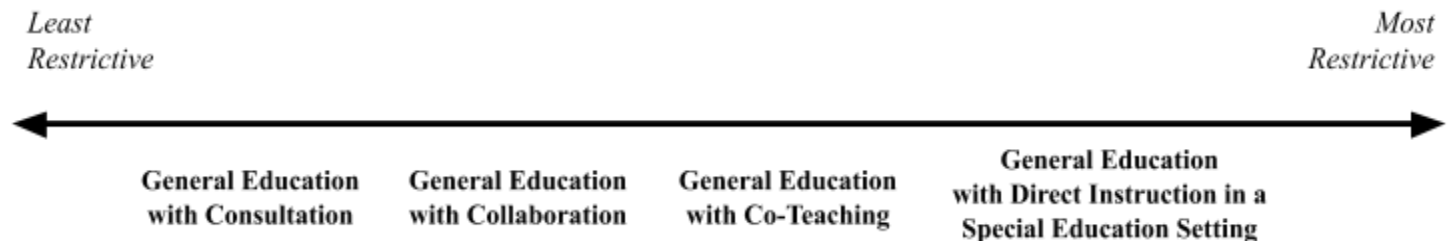
[41.114(2)b] Supplementary aids and services are aids, services, and supports that enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate. [41.42]

Therefore, a continuum of services is provided. The continuum includes services for eligible individuals ages 3 to 21. Services may be provided within the district, or through contractual agreement with other districts and/or agencies.

Students may receive different services at multiple points along the continuum based on the Individualized Education Program (IEP).

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?



Students may receive different services at multiple points along the continuum based on the IEP.

Each service delivery model along CCSD's continuum is described on the following pages, including specific roles and responsibilities of the general and special educators supporting the eligible individual within each model.

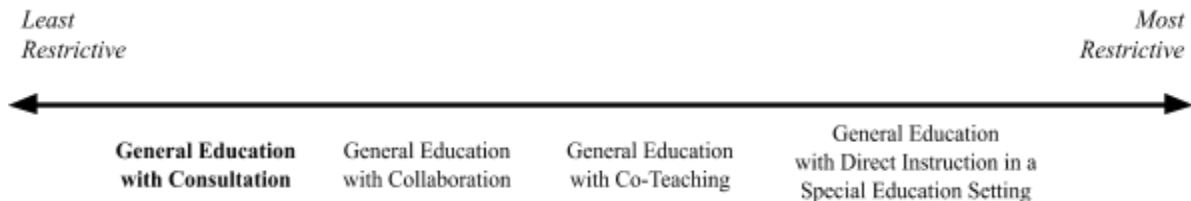
Continuum of Services at College Community School District

The service delivery models are listed from least restrictive to most restrictive.

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 who carries the primary responsibility for 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 Teacher Role/Responsibilities	Special Education Teacher Role/Responsibilities
<ul style="list-style-type: none"> ● Oversee all general education instruction ● Implement high-quality differentiation practices ● Deliver collaboratively designed content instruction in the general education class, including assessments and progress reporting measures ● Provide specially designed instruction, accommodations, and modifications needed to enable access ● Consult regularly and frequently with the special educator ● Engage in ongoing communication and professional learning with special educators to assist with understanding of learning progressions within the Iowa Core 	<ul style="list-style-type: none"> ● Assist the general education teacher with the instructional design and preparation of materials, application of skills in the general education setting, as well as adaptations and accommodations and/or modifications as outlined in the IEP (indirect services). ● Monitor the learner’s progress on IEP goals. ● Understand high-quality instructional and differentiation practices ● Aware of available resources ● Engage in regular and frequent consultation with general educators to oversee the general educator’s provision of accommodations, modifications, SDI, data collection, and data analysis ● Engage in ongoing communication and professional learning with general educators to understand learning progressions within the Iowa Core

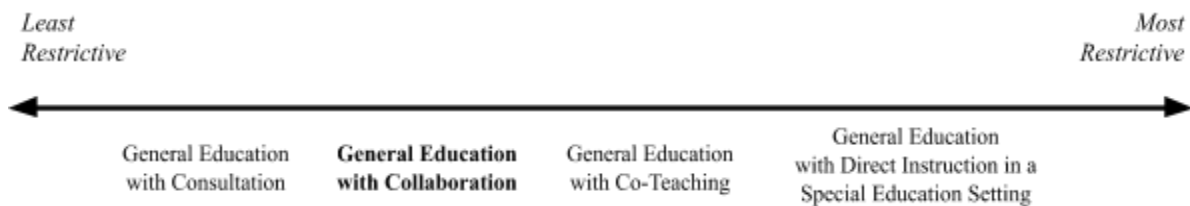


Students may receive different services at multiple points along the continuum based on the IEP.

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 responsibility to provide SDI, accommodations, and/or modifications to allow the learner to access the general education curriculum and for skill- building, resulting in increased capacity of general educators to differentiate and execute the IEP with fidelity. This 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 Teacher Role/Responsibilities	Special Education Teacher Role/Responsibilities
<ul style="list-style-type: none"> ● Oversee all general education instruction ● Implement high-quality differentiation practices ● Collaboratively provide SDI within specific skill areas and instructional activities during targeted times ● Collaboratively provide accommodations and/or modifications needed to enable access ● Engage in ongoing communication and professional learning with special educators to assist with understanding of learning progressions of the Iowa Core 	<ul style="list-style-type: none"> ● Provide direct collaboratively designed instruction (or other assistance as documented in the IEP) to the learner or group of learners in the general education classroom at targeted times ● Monitor the learner’s progress on IEP goals. ● Collaboratively implement high-quality differentiation practices ● Collaborative provision of accommodations and modifications needed to enable access ● Engage in ongoing communication and professional learning with general educators to understand learning progressions within the Iowa Core ● Understand the general education curriculum ● Aware of available resources ● Collaboratively provide and oversee the provision of SDI and goal progress within specific skill areas and instructional activities ● Provide strategy and skill instruction (including remediation, pre-teaching or reteaching) to students with IEPs outside of the general education classroom only as needed.



Students may receive different services at multiple points along the continuum based on the IEP.

General Education with Co-Teaching

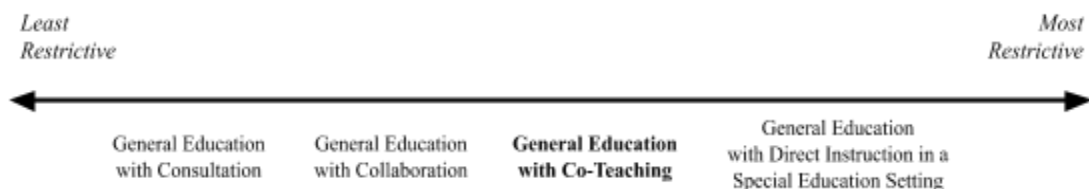
The learner receives direct special education support in the general education classroom through the co-teaching model. This model utilizes both special and general educators to meet content and skill needs through the provision of accommodations and/or modifications, and delivery of specially designed instruction within a least restrictive environment. Co-teaching is defined as two teachers physically present in a heterogeneous classroom with joint and equal responsibility for classroom instruction. Iowa has adopted the Marilyn Friend co-teaching model and approaches as follows:

- Station teaching: Teachers are at stations and students move from station to station.
- Parallel teaching: Teachers simultaneously provide instruction through use of such structures as split class, cooperative learning, and lab settings. Teachers can provide the same or different content during parallel teaching.
- Alternative teaching: One teacher instructs a large group, the other teacher instructs small flexible student groups.
- Teaming: Teachers jointly present the same content at the same time through such structures as “tag team,” “speak-and-chart” and other teaming structures.
- One teach, one observe*: One teacher provides instruction, while the other observes student learning to assess learning and gather data.
- One Teach, one assist*: One teacher provides instruction while the other teacher assists individual students or small groups.

****It is not recommended to use One Teach, One Observe or One Teach, One Assist as the primary approach.***

****It is not recommended to consistently rely on only one approach.***

General Education Teacher Role/Responsibilities	Special Education Teacher Role/Responsibilities
<ul style="list-style-type: none"> • Collaboratively provide SDI • Engage in ongoing communication and professional learning with special educators to assist with understanding of learning progressions within the Iowa Core 	<ul style="list-style-type: none"> • Collaboratively provide and oversee the provision of SDI and goal progress within specific skill areas and instructional activities • Engage in ongoing communication and professional learning with general educators to understand learning progressions within the Iowa Core • Actively involved in provision of instruction in the general education classroom daily • Understand the general education curriculum & aware of available resources
<p>General Education AND Special Education Teacher Responsibilities:</p> <ul style="list-style-type: none"> • Co-plan, co-deliver, co-assess instruction within the general education classroom • Collaboratively implement high-quality differentiation practices • Collaboratively provide accommodations and modifications needed to enable access 	

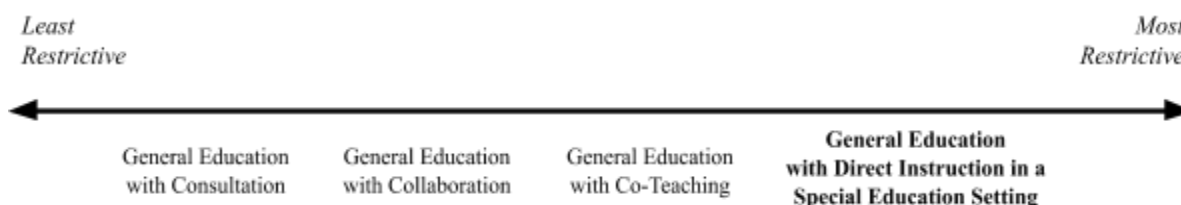


Students may receive different services at multiple points along the continuum based on the IEP.

General Education with Direct Instruction in a 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 or, on rare occasions, all services he/she needs in a special education or separate educational setting (including, but not limited to special classes, separate setting, special schools, home instruction, and instruction in hospitals and institutions)

General Education Teacher Role/Responsibilities	Special Education Teacher Role/Responsibilities
<ul style="list-style-type: none">● Oversee all general education instruction● Provide accommodations and/or modifications needed to enable access● Engage in ongoing communication and professional learning with special educators to assist with understanding of learning progressions within the Iowa Core	<ul style="list-style-type: none">● Provide specially designed instruction that aligns with the Iowa Core● Monitor the learner's progress on IEP goals.● Understand high-quality instructional practices● Implement high-quality differentiation practices● Engage in ongoing communication and professional learning with general educators to understand learning progressions within the Iowa Core● Knowledge of available resources



Students may receive different services at multiple points along the continuum based on the IEP.

Inclusive Early Childhood Setting

This model is described as a regular early childhood program with the teacher holding dual endorsements (i.e., endorsement 100: Teacher—PK-3 Teacher, Regular Education/Special Education). The learner is served in an inclusive general education early childhood classroom with a teacher who holds a valid practitioner’s license issued by the Board of Educational Examiners that includes PK-3, Regular Education/Special Education. The teacher is responsible for direct instruction, preparation of materials, adaptations, accommodations and/or modifications as specified in the IEP. The teacher with the dual endorsement is responsible for monitoring the learner’s progress on IEP goals.

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

Caseloads for special education teachers will be tentatively set in the spring for the following school year. Caseloads may be modified based on summer registration and actual fall enrollments. The Executive Director of Special Education will review each special education teacher’s proposed caseload in the spring and each special education teacher’s actual caseload in the fall. The Executive Director of Special Education will also conduct a mid-year review of each teacher’s caseload. In addition, each special education teacher should review their caseload at least two times a year. Suggested times would be in the fall and mid-year. In determining special education teacher caseloads, the College Community School District will use the following values to assign points to the caseloads of each teacher in the district. A teacher may be assigned a caseload up to 50 total points.

1 point	Number of students with IEPs on your roster
1 point	Each student provided up to 1 hour of specially designed instruction
1.25 points	Each student provided between 1-3 hours of specially designed instruction
1.50 points	Each student provided more than three hours per day of specially designed instruction
.25 point	Number of IEPs that require a 3 year reevaluation this year
1 point	Number of IEPs which include a FBA/BIP
1 point	Number of IEPs which student participates in Iowa Alternate Assessment
1 point	Number of IEPs requiring specific adult assistance due to physical, self-care, medical or challenging behavior needs
1 point	Number of students requiring collaborative planning up to 1 hour or less/month
1.25 points	Number of students requiring collaborative planning between 1-2 hours/month
1.50 points	Number of student requiring collaborative planning more than 2 hours/month
.50 point	Number of IEPs which student requires (AIM)
.50 point	Number of IEPs which student requires Assistive Technology services, software and devices requiring ongoing support from the special education teacher to access the general education curriculum for targeted areas of instruction.
.25 point	Number of IEPs requiring transition planning (ages 14+) for students in grades 7 th -10 th
.50 point	Number of IEPs requiring transition planning (ages 14+) for students in grades 11 th -12 th

Special Education Teacher Caseload Determination Worksheet

Teacher: _____ Building: _____ School Year: _____

Caseload Determination Factors		Totals
How many IEP students are on your roster:	_____ x 1	
<i>List the # of students in each category below:</i>		
Up to 1 hour of Specially Designed Instruction per day	_____ x 1	
Between 1-3 hours of Specially Designed Instruction per day	_____ x 1.25	
More than 3 hours of Specially Designed Instruction per day	_____ x 1.50	
Number of IEPs that require a 3 year reevaluation this year	_____ x .25	
Number of IEPs which include a FBA/BIP	_____ x 1	
Number of IEPs which student participates in Iowa Alternate Assessment	_____ x 1	
Number of IEPs requiring specific adult assistance due to physical, self-care, medical or challenging behavior needs	_____ x 1	
<i>List number of IEPs in each category below:</i>		
Collaborative planning up to 1 hour/month	_____ x1	
Collaborative planning between 1-2 hours/month	_____ x 1.25	
Collaborative planning more than 2 hours/month	_____ x 1.50	
Number of IEPs which student requires (AIM)	_____ x .5	
Number of IEPs which student requires Assistive Technology services, software and devices requiring ongoing support from the special education teacher to access the general education curriculum for targeted areas of instruction.	_____ x .5	
Number of IEPs requiring transition planning (ages 14+)		
Students in grades 7 th – 10 th	_____ x.25	
Students in grades 11 th – 12 th	_____ x.50	

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

When a special education teacher has concerns about his/her caseload, the first step should be to contact the building principal in an effort to identify solutions to the problem. If the concern is not resolved at that level, a written request for a caseload review may be submitted to the Executive Director of Special Education with relevant supporting information which at a minimum would include completion of the Caseload Determination Worksheet and a Student Form (see Addendum pg. 13) for each Roster Student/IEP.

Upon review, the Executive Director of Special Education will meet with the teacher and building principal within 10 working days to engage in an informal solution focused conversation in relation to the caseload concern to determine as to whether there is a need to adjust the teacher's roster or provide additional staff assistance and/or other supports. The Executive Director of Special Education will provide a written summary of the determination to the teacher and building principal.

If the person requesting the review does not agree with the solution, he/she may appeal in writing to the Superintendent.

How will the delivery system for eligible individuals meet the targets identified in the state's performance plan and the LEA determination assigned by the state? What process will be used to evaluate the effectiveness of the delivery system for eligible individuals?

State Performance Plan Targets and Service Delivery Plan Effectiveness

At least once per year, district administrators and staff will examine their special education district profile to review the district's data relative to progress indicators outlined in Iowa's State Performance Plan (SPP) for special education. District administrators will also examine the district's Annual Progress Report (APR) each year to review achievement data as it pertains to students with IEPs in the district. These data will be used to determine needs and priorities and to develop an action plan for special education instructional services when necessary.

If the district meets or exceeds APR goals and target goals outlined in our state performance plan for special education, the delivery system will be considered effective.

If the district does not meet APR goals or SPP target goals, district staff will work in collaboration with Grant Wood AEA 10 staff to develop an action plan designed to promote progress toward these goals.

Assurances

- The College Community School 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 ages 3 to 21 and shall provide for the following:
 - The provision of accommodations and modifications to the general education environment and program, including setting and programs in which eligible individuals aged three through five receive specially designed instruction, including modification and adaptation of curriculum, instructional techniques and strategies, and instructional 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 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.
 - 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 College Community School District assures that prior to the School Board adoption, this delivery system was available for comment by the general public. No comments were received by the general public.

- The College Community School District assures the delivery system plan was developed by a committee that included parents of eligible individuals, special education teachers, general education teachers, administrators, and at least one representative from Grant Wood Area Education Agency (GWAEA), who was selected by the GWAEA Special Education Director.

- The College Community School District assures the GWAEA Special Education Director verified the delivery system is in compliance with the Iowa Administrative Rules of Special Education.

- The College Community School District assures the School Board has approved the Service Delivery Plan for implementation.

Addendum

STUDENT FORM

(For use with Caseload Determination Worksheet)

Teacher: _____ Building: _____ School Year: _____

Today's Date: _____ Date of current IEP meeting: _____

Caseload Determination Factors		Totals
Roster Student	_____ x 1	
<i>Specially Designed Instruction:</i>		
Up to 1 hour of Specially Designed Instruction per day	_____ x 1	
Between 1-3 hours of Specially Designed Instruction per day	_____ x 1.25	
More than 3 hours of Specially Designed Instruction per day	_____ x 1.50	
3 year reevaluation this school year	_____ x .25	
IEP includes an FBA/BIP	_____ x 1	
Student participates in Iowa Alternate Assessment	_____ x 1	
Requires specific adult assistance due to physical, self-care, medical or challenging behavior needs	_____ x 1	
<i>Collaborative Planning</i>		
Collaborative planning up to 1 hour/month	_____ x1	
Collaborative planning between 1-2 hours/month	_____ x 1.25	
Collaborative planning more than 2 hours/month	_____ x 1.50	
Student requires (AIM)	_____ x .5	
Student requires Assistive Technology services, software and devices which require ongoing support from the special education teacher to access the general education curriculum for targeted areas of instruction	_____ x .5	
<i>Requires Transition Planning (ages 14+)</i>		
Student in grades 7 th – 10 th	_____ x.25	
Student in grades 11 th – 12 th	_____ x.50	
TOTAL		