



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*

2020 - 2021

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Question 1: 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 XXXX, XX, 2020 and by the Belle Plaine Community School District Board of Education on XXXXXX, XX, 2020. The plan will be shared with special education teachers, general education teachers, and district administrators via 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

Jenna Arey

Special Education Teachers:

Shawn Welsh

Jon DeGraff

Kathy Kauffman

General Education Teachers:

Jenna Arey

District Administrators:

Heaver Coover

Todd Werner

Grant Wood Area Education Agency:

Shane Boeve

Heather Mouchka

Question 2: 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). This 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 to school teams to 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 pre-teaching/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 Belle Plaine 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 appropriate education and provides the learners with maximum opportunities for interaction with peers without disabilities.

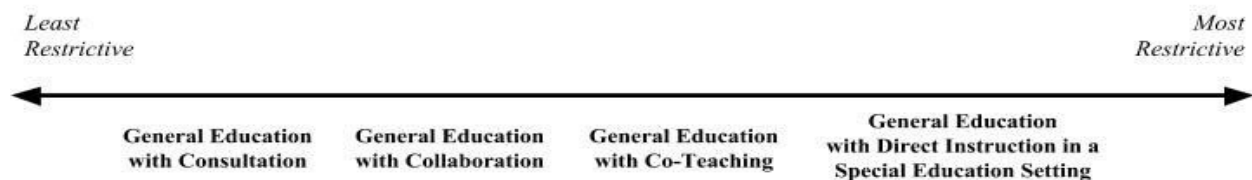
Removal from the general education environment may occur only if the nature or severity of the disability is such that education in regular classes (with the use of supplementary aids and services) cannot be achieved satisfactorily. [41.114(2)b] Supplementary aids and services are aids, services, and 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 a 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 do 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 the receipt of special education services and activities in the general education environment impact this individual?
- 5) How will the 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 Belle Plaine'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 Belle Plaine 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

- 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 the understanding of learning progressions within the Iowa Core

Special Education Teacher Role/Responsibilities

- 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

Least Restrictive

Most Restrictive



General Education with Consultation

General Education with Collaboration

General Education with Co-Teaching

General Education with Direct Instruction in a Special Education Setting

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

General Education with Collaboration

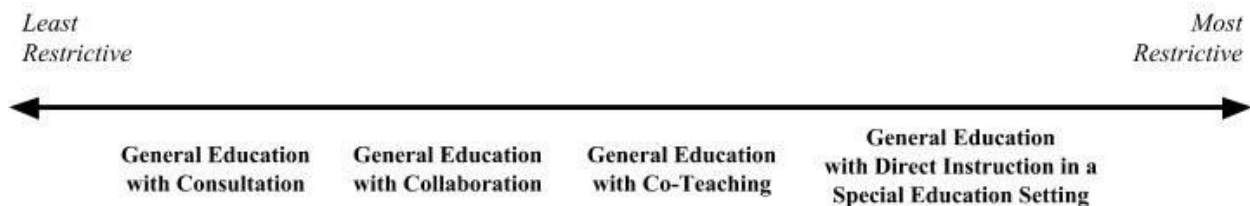
The learner receives special education support in the general education classroom through the collaborative model, in which the special education teacher pushes into the general education classroom at targeted times for the purpose of sharing responsibility to provide SDI, accommodations, and/or modifications 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

- 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 the understanding of learning progressions of the Iowa Core

Special Education Teacher Role/Responsibilities

- 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 learning with general educators to understand learning progressions with in the 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.

Question 3: How will the 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. Caseloads will be reviewed as needed. In determining caseloads, the district will use the following worksheet to assign points to the programs providing special education services in the district. The district will target 30 points per special education classroom.

Caseload Determination

Factor	Multiplier	Number
1. How many students are on your roster?	x 1.00	
2. List the number of students in each category below: a. Up to 2 hours per day of direct instruction	x 1.00	
b. Between 2-5 hours per day of direct instruction	x 1.25	
c. More than 5 hours per day of direct instruction	x 1.50	
3. With how many teachers do you co-teach?	x 1.00	
4. With how many teachers do you formerly collaborate (as specified on the IEP?)	x 0.50	
5. How many students on your roster are dependent upon an adult for their physical needs?	x 1.00	
6. How many students have a current, active BIP?	x 1.00	
7. With how many associates do you collaborate?	x 1.00	
TOTAL		_____

Special Education Teacher Caseload Determination Worksheet

Teacher: _____ **Building:** _____ **School Year:** _____

Factor	Multiplier	Number
1. How many students are on your roster?	_____ x 1.00	
2. List the number of students in each category below: a. Up to 2 hours per day of direct instruction	_____ x 1.00	
b. Between 2-5 hours per day of direct instruction	_____ x 1.25	
c. More than 5 hours per day of direct instruction	_____ x 1.50	
3. With how many teachers do you co-teach?	_____ x 1.00	
4. With how many teachers do you formerly collaborate (as specified on the IEP?)	_____ x 0.50	
5. How many students on your roster are dependent upon an adult for their physical needs?	_____ x 1.00	
6. How many students have a current, active BIP?	_____ x 1.00	
7. With how many associates do you collaborate?	_____ x 1.00	
TOTAL		

Total points _____

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

A scheduled review of teacher caseloads will be conducted with the Building Principal's office as follows:

1. At the beginning of the school year; and
2. By May 1st to plan for the following school year

Upon review, if there appears to be an overload, a decision will be made regarding a plan. At any time, the teacher may request that the principal review their caseload. *Within 10 working days, the principal will meet with the individual and provide a written determination.*

If they are unable to come to an agreement, the request will be reviewed by a building administrator, superintendent, and an AEA representative. *Within 15 working days, the teacher will be provided with a written determination.*

Question 5:

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 staff to develop an action plan designed to promote progress toward these goals.

Assurances

- The Belle Plaine 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 to be 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 Belle Plaine Community School District assures that prior to the School Board adoption, this delivery system was available for comment by the general public.
- The Belle Plaine 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 Belle Plaine 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 Belle Plaine Community School District assures the School Board has approved the Service Delivery Plan for implementation.