



District Developed Service Delivery Plan

Revised: February 2023

Table of Contents

Question 1: What process was used to develop the special education delivery system for eligible individuals?.....3

Question 2a: How will services be organized and provided to eligible individuals aged 3-5?3-4

Question 2b: How will services be organized and provided to eligible individuals in Kindergarten through age 21?.....4-6

Question 3: How will the caseloads of special education teachers be determined and regularly monitored?6-8

Question 4: What procedures will a special education teacher use to resolve caseload concerns?9

Question 5: How will the delivery system for eligible individuals meet the targets identified in the state’s performance plan (SPP) and the LEA determination as assigned by the state? What process will be used to evaluate the effectiveness of the delivery system for eligible individuals?9-10

Assurances.....10-11

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 at least one representative of Heartland AEA.

The committee followed the schedule below:

- February 3rd, 2023 - Full committee presented a draft of the plan and opportunity to provide feedback
- February 23rd, 2023 - Full committee met to review, revise, and finalize plan
- March 6th, 2023 - Presentation of the plan to the school board

Committee members:

Abigail Castaneda - Parent
Katy Schwering - Special Education Teacher
Anthony Humburg - Special Education Teacher
Lora Murray - Special Education Teacher
Elizabeth Kesterson - Teacher
Linda Reid - Teacher
Brenda Brown - Teacher
Terry Anselme - Heartland AEA Representative
Katie Despotovich - Administrator
Aimee Rhode - Administrator

Question #2a: How will services be organized and provided to eligible individuals ages 3-5?

The Saydel Community School District will adhere to the federal data regarding definitions of setting for preschools.

- Regular Early Childhood Program: Less than 50 percent of children with disabilities
- Early Childhood Special Education Program(ECSE): More than 50 percent of children with disabilities

Saydel will provide access to the continuum of services for all eligible individuals based upon their Individual Education Program (IEP). Saydel will examine preschool services annually to determine the availability of regular early childhood programs within the district.

Early Childhood Continuum

Regular Early Childhood Program taught by a Teacher with Dual Licensure

- Licensure:
 - Dual Licensure: General Education Teacher with PreKindergarten and Early Childhood Special Education
- Teacher Responsibilities:
 - Provides general education and special education instruction
- Student Population:
 - Less than 50 percent of the children entitled to special education

Embedded Instruction

Regular Early Childhood Program

- Licensure:
 - General Education Teacher - PreKindergarten or Dual Licensure
 - Special Education Teacher - Early Childhood Special Education
- Teacher Responsibilities:
 - Classroom instruction is co-planned to allow for seamless integration and support
 - Special Education Teacher - monitors the implementation of services described in each IEP
- Student Population:
 - Less than 50 percent of the children entitled to special education

Questions #2b. How will services be organized and provided to eligible individuals in Kindergarten through age 21?

The least restrictive environment (LRE) is based on the presumption that the general education environment is the first choice for educating all individuals. It refers to a related set of requirements aimed at providing individuals with disabilities with the greatest interaction with nondisabled children and adults, an appropriate education, and the special assistance needed for success in the general education environment.

Individualized Education Program (IEP) teams must address the following LRE considerations:

- The services the student needs;
- The supplementary aids and supports needed by the student;
- The environment as well as what occurs in that environment;
- The general education curriculum;
- A review of the appropriateness and educational benefit of each service and environment being considered for the individual;
- Nonacademic and extracurricular activities in which nondisabled individuals participate.

Students may receive different combinations of services. However, the school district consistently strives to serve students in the least restrictive environment.

Free and appropriate public education (FAPE) means special education and related services that are provided at public expense, under public supervision and direction, and without charge; that meet the standards of the State, including an appropriate preschool, elementary school, or secondary school education; and that are provided in conformity with an individualized education program (IEP).

Reference Iowa Administrative Code 281- 41.17.

- The district will provide access to a continuum of services for all eligible individuals (ages 3-21) based on their IEP.
- Students may receive different services at multiple points along the continuum based on their IEP.
- Services will be provided within the district or through a contractual agreement with other districts and/or agencies, based on the needs of the student.
- Services will reflect individual needs as it pertains to the environment, curricular materials, and instructional strategies needed for the child.
- Continual monitoring of students' progress relative to each goal in the IEP will occur to ensure FAPE is provided to students in their LRE. More restrictive options along the continuum will only be considered when less restrictive points on the continuum have been unable to meet the needs of an individual student.

Continuum of services:

Core Instruction with Consultative Teaching Services: Core instruction is the District's guaranteed and viable curriculum. Specially Designed Instruction (SDI) can be provided in the general education setting when student skill is close to grade level.

The purpose of instruction is to address specific skill deficits, close to grade level, that can be taught through the delivery of differentiated core instruction. The intensity of instruction is minimal and can be provided in the general education setting by the general education teacher. Indirect services would be provided by the certified special education teacher to a general education teacher through planned and purposeful collaboration.

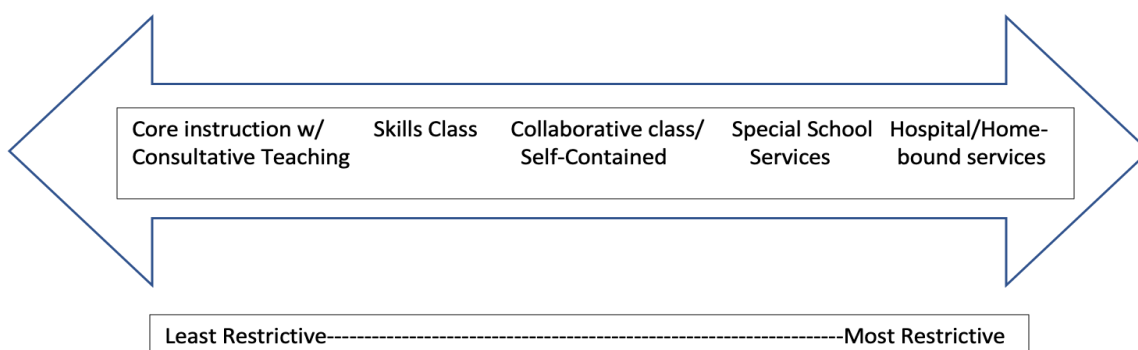
Skills Class: Skills Class is specially designed instruction provided in the special education setting that takes place in addition to core instruction.

The purpose of instruction is to backfill skills and focus on unfinished learning of previous grade level standards that may not be covered in core and/or require more intensity of instruction. Skills class does not replace core instruction provided in the general education setting.

Collaborative Class/Self-Contained: Collaborative Class/Self-Contained Class is specially designed instruction that modifies a student's core experience and essentially redefines, or supplants, the student's core standards. Instruction occurs in a special education setting. Alternate standards and modified curriculum supplant core instruction. Collaborative Class/Self-Contained Class should only be considered when requirements of a Free and Appropriate Public Education (FAPE) cannot be provided in the general education environment.

The purpose of instruction is to teach specific skills either modified from district grade-level standards or identified by the Iowa Core Essential Elements. The IEP team should consider the student's vision, including living, learning, and working, when prioritizing the standards and skills that will be addressed.

Services for eligible students post graduation (4+ Transition Services): Transition 4+ services are part of the student's secondary schooling and are included in the Individualized Education Program (IEP). Specifically, the purpose of 4+ services is to fulfill unmet transition needs resulting from the student's disability as identified in the student's IEP. These services are those provided through a district's continuum of services to address any gaps between instruction designed for the student to meet the district's secondary general education requirements and the completion of a FAPE.



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

Caseloads will be tentatively set in the spring for the following school year. Caseloads may be modified based on summer registration and actual fall enrollments. Individual district special education teachers with their building principal or district special education director will review caseloads at least twice during the school year during the following timeframe:

- By September 15th
- By January 15th

A “full” teacher caseload will be considered to be **45-55** total points. If a teacher's caseload exceeds this number, the teacher and the principal will meet to discuss whether the teacher is able to provide the services and supports specified in his or her students' IEPs.

If the teacher is able to do so, no further action is needed. If the teacher is unable to provide the services and supports specified in his or her students' IEPs, a plan of action will be developed. If the teacher is not satisfied that the plan of action will meet the requirements of his or her students' IEPs the teacher may initiate the process for resolving caseload concerns that are described in this plan.

In determining special education teacher caseloads, the Saydel Community School District will use the following values to assign points to the caseloads of each teacher in the district.

Saydel CSD Caseload Determination Worksheet		Points
<p>1. How many IEP students are on your roster? **For preschool only** How many general education students are on your roster?</p>	<p>_____ x 1.0 _____ x .25</p>	
<p>2. Identify the number of students you provided instruction in each category below. Minutes should be taken from the IEP services page. Indicate direct instruction minutes from this teacher only.</p> <p>a. Up to ½ hour per day SDI b. More than ½ hour and up to 1 hour per day SDI c. More than 1 and up to 2 hours per day SDI d. More than 2 and up to 3 hours per day SDI e. More than 3 hours per day of SDI</p>	<p>_____ x .5 _____ x .75 _____ x 1.0 _____ x 1.25 _____ x 1.5</p>	
<p>3. How many students are on a Behavior Intervention Plan on your roster? List students:</p>	<p>_____ x .5</p>	
<p>4. How many associates do you manage in order to provide support services to your roster students? a. Sole management of the associate b. Shared management of the associate List students:</p>	<p>_____ x .5 _____ x .25</p>	
<p>5. How many students do you administer the following assessments for? a. Iowa Alternate Assessment-Dynamic Learning Maps (DLM) b. Early Literacy Alternate Assessment (ELAA)</p>	<p>_____ x .5 _____ x .5</p>	
<p>6. How many students on your roster have support services including speech, OT, PT, assistive tech, hearing itinerant, vision itinerant, and Medicaid billable services? a. Up to 2 of the listed support services b. Three or more of the listed support services List students:</p>	<p>_____ x .25 _____ x .5</p>	
<p>7. How many grade levels of students are represented on your roster?</p>	<p>_____ x .5</p>	
<p>Total Points</p>		

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

The following procedures will be used to resolve concerns about special education caseloads.

1. Teacher/principal informal meeting

The teacher shall request a meeting via email that shall be granted with the building principal to discuss caseload. The principal will schedule this meeting within five (5) working days. The teacher requesting the meeting is responsible for gathering relevant information to present at this informal meeting. Information might include but is not limited to: an updated caseload, Individual Education Plans (IEPs), daily schedule, instructional groupings, etc. The meeting will be solution focused and use the information presented to work towards a resolution. Possible resolutions: change of daily schedule or change of student groupings. The principal will keep a record of the meeting date, teacher name, concerns, and possible revisions to the caseload. The principal will follow up with the teacher and touch base on the effectiveness of the resolution within a reasonable timeframe. If an acceptable resolution is reached, the process ends.

2. Formal team review

If the teacher feels further consideration is warranted, written notice of the concern will be submitted to the building principal and the district special education director. A meeting will be scheduled within (10) working days. The team will include the building principal, district special education director, special education teacher, and Heartland AEA representative.

During the meeting, the team will consider the available resources and scheduling possibilities. Corrective actions considered may include: realigning student rosters, reviewing associate assignments, reorganizing teacher resources, or prioritizing collaboration efforts to improve the delivery of special education services to all special education students.

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?

The Saydel Community School District will examine its State Performance Plan (SPP) and Annual Progress Report (APR) data to determine priorities and develop an action plan. The District will work in collaboration with the state and AEA. If the District meets the State Performance Plan(SPP) and Annual Progress Report (APR) requirements, the delivery system will be considered effective. If the Saydel Community School District does not meet requirements, the District will develop an action plan.

The ways of evaluating the effectiveness of the delivery system are detailed below in these examples:

- Individual: Individual student progress on IEP goals will be reviewed and discussed on a regular and on-going basis by the special education and general education teacher(s) along with the 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 a Multi-Tiered System of Supports (MTSS) or special education should be considered. (Note: Changes in goals, proficiency criteria or least restrictive environment must occur through an IEP team meeting.
- School-Aggregated by School and District: Each school in the District will review student progress monitoring, formative, or summative data at grading/reporting periods. The performance of students with IEPs will be reviewed and discussed by teams, which include general education teachers, special education teachers, and administrators. Gaps in achievement, growth and educational opportunities will be included as items for discussion and planning.
- District-Disaggregated by School Levels: At the District level, data for each school, along with the plans as described above, will be reviewed on an annual basis by the District's leadership team. Data for students with IEPs will also be disaggregated and examined by school level (elementary, middle, high).

Assurances

- The District assures it provides a system for delivering instructional services including a full continuum of services and placements to address the needs of eligible individuals aged 3 to 21 and shall provide for the following:
 1. The provision of accommodations and modifications to the general education environment and program, including settings and programs in which individuals aged 3 through 5 receive specially designed instruction, including modifications and adaptation of curriculum, instructional techniques, strategies and instructional materials.
 2. The provisions of specially designed instruction and related activities through cooperative efforts of the special education teachers and the general education teachers in the general education classroom.
 3. The provision of specially designed instruction on a limited basis by a special education teacher in the general education classroom or in an environment other than the general education classroom, including consultation with general education teachers.
 4. The provision of specially designed instruction to eligible students 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 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 AEA representative.
- The district assures the AEA Special Education Director verified the delivery system is in compliance with the Iowa Administrative Rules of Special Education.
- The district assures the school board has approved the service delivery plan for implementation.