



SPECIAL EDUCATION SERVICE DELIVERY PLAN

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

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WHAT PROCESS WAS USED TO DEVELOP THE DELIVERY SYSTEM FOR ELIGIBLE INDIVIDUALS?

Iowa Administrative Code Rule 41.408(2) “c”

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, school board members, and AEA representatives.

Clinton’s Special Education Service Delivery Plan will go to the Clinton School Board on December 9th, 2019. After Board approval it will be shared with district personnel and the public on the District’s website, as well as through Special Education Department meetings.

Overview of Steps in Completing this Service Delivery Plan:

- Step 1: The District identifies individuals to be on the committee to review the Service Delivery Plan.**
- Step 2: The committee considers modifications to the plan.**
- Step 3: The plan is available for public comment.**
- Step 4: The committee considers public comments.**
- Step 5: The AEA Special Education Director verifies plan compliance.**
- Step 6: The District School Board approves the plan prior to adoption.**
- Step 7: The plan is included in the designated area of the CSIP.**
- Step 8: The plan is reviewed in connection with the 5 year accreditation cycle or earlier if required by determination given by the state.**

Committee Members:

Parent Representatives:

PK/Elementary: Katie Wilke

Secondary: Lisa Wheat

Special Education Representatives:

**Preschool: Nicole Shannon, Carolyn Schulze, Jenna Heath, Molly
Schnekloth**

Elementary: Erica Eyskens, Rachel Hansen, Katie Wilke

Secondary: Mary Ruhnke

General Education Representatives:

Preschool: Nicole Shannon, Jenna Heath

Elementary: Julie Haferbier

Administrative Representatives:

Elementary Principal: Theresa Shultz, Rhett Weis

Secondary Principal: Jamie Schroeder, Dan Boyd

Director of Student Services: Rhea Wright

Superintendent: Gary DeLacy

School Board President: Eric Gettes

Mississippi Bend AEA Representatives:

Preschool & Secondary AEA Representative: Kelsey McAleer

Elementary & Secondary AEA Representative: Jessica Leal

Student Services Lead: Lorry Wilson

HOW WILL SERVICES BE ORGANIZED AND PROVIDED TO ELIGIBLE INDIVIDUALS AGES 3-5?

Ages 3-5 Definitions

Clinton Community School District (CSD) will adhere to federal data regarding definitions for preschools.

Regular Early Childhood Program: Less than 50 percent of children with disabilities.

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

Access to Continuum

Clinton CSD will provide access to this continuum for all eligible individuals based on their IEP's. Services may be provided within the district or through contractual agreement with other districts and/or agencies (i.e. early childhood programs in the community).

Clinton CSD will examine preschool services on an annual basis to determine the availability of regular early childhood programs within the district.

Early Childhood Continuum

Regular Early Childhood Program Monitored by a Licensed Early Childhood Special Education Staff (Preschool may be located in the community or within a school building):

❖ Licensure

- General Education Teacher- Early Childhood
- Special Education (Consulting) Teacher- Early Childhood Special Education

❖ Teacher Responsibilities

- General Education Teacher- Classroom instruction and implementation of adaptations and accommodations as specified in the IEP;
- Special Education Teacher- Monitor implementation of services described in each IEP and monitor student progress relative to goals in the IEP.

- ❖ **Student Population**
 - Less than 50% children with disabilities

Regular Early Childhood Program Taught by a Teacher with Dual Licensure:

- ❖ **Licensure**
 - Prekindergarten and Early Childhood Special Education
- ❖ **Teacher Responsibilities:**
 - Provide general education and special education instruction
- ❖ **Student Population:**
 - Less than 50% children with disabilities

Co-taught Early Childhood Program:

- ❖ **Licensure**
 - General Education Teacher- Prekindergarten
 - Special Education Teacher- Early Childhood Special Education
- ❖ **Teacher Responsibilities:**
 - All aspects of classroom instruction are co-planned and co-taught
 - Special Education Teacher- monitors implementation of services described in IEP's
- ❖ **Student Population:**
 - Less than 50% children with disabilities

Early Childhood Special Education Program:

- ❖ **Licensure**
 - Special Education Teacher- Early Childhood Special Education
- ❖ **Teacher Responsibilities:**
 - Provide classroom instruction and modify general education curriculum to meet the needs of students
- ❖ **Student Population:**
 - More than 50% children with disabilities

NOTES: Students may receive different services at multiple points along the continuum based on the IEP. Based on IEP team decisions, students may receive Early Childhood services at different points along the continuum. Services may be provided with the district or through contractual agreement with other districts and/or agencies.

The continuum includes services for eligible individuals ages 3-5.

HOW WILL CASELOADS OF EARLY CHILDHOOD TEACHERS BE DETERMINED AND REGULARLY MONITORED?

Preschool Program Standards

Clinton CSD will provide a full continuum of placements by providing instructional services to eligible preschool children while adhering to the program standards:

1. Iowa Quality Preschool Performance (IQPPS); OR
2. Head Start Program Performance Standards and other regulations (under Department of Health & Human Services)

The regular early childhood program and early childhood special education program will meet the criteria of the Iowa Quality Preschool Program Standards (IQPPS) being implemented regarding maximum class size and teacher-child ratios. Programs will also meet the criteria set forth for Head Start Program Performance Standards regarding maximum class size and teacher-child ratios.

Caseload Determination

Iowa Quality Preschool Performance (IQPPS)

(See caseload in IQPPS Implementation Guide- Section III, Page 53 and [IQPPS Criteria 10.4](#))

Head Start Performance Standards

(Part 1306 Head Start Staffing Requirements and Program Options- Page 247)

SE Teachers overseeing preschool classes that have more than 50% students with disabilities (special classes), will follow the ages 5-21 caseload determination worksheet and caseload determination criteria followed in pages 10-11 of this document.

****** Procedures to resolve caseload concerns for special education teachers providing instructional services to students ages 3-5 will follow the same resolution procedures utilized for special education teachers providing instructional services to students ages 5-21 (see page 12).***

HOW WILL SERVICES BE ORGANIZED AND PROVIDED TO ELIGIBLE INDIVIDUALS KINDERGARTEN THROUGH AGE 21?

Kindergarten-Age 21

❖ Consulting Teacher Services:

- Are indirect services provided by a certified **special education teacher** to a **general education teacher**. Direct services are provided via the general education teacher within a general education setting.
- **SE Duties=**
 - Monitoring student's progress according to the IEP;
 - Providing strategies for teaching or adjusting teaching to meet student's needs;
 - Sharing accommodations and providing modifications (should be minimal) needed within IEP;
 - Providing support services through consultation.
- **GE Duties=**
 - Direct instruction;
 - Testing;
 - Grading;
 - Behavioral management.
- **Goal:** To assist the general education teacher in adjusting the learning environment or modify instructional methods using specially designed strategies to meet the individual needs of eligible students receiving instruction within the general education setting.

❖ Co-teaching Services:

- Are services provided by the **special education teacher** and **general education teacher** in partnership to meet the content and skill needs of individuals with or without disabilities within general education classrooms.
- **SE Duties=**
 - Monitoring the student's progress according to the IEP;
 - Ensuring IEP accommodations are implemented;
 - Providing modifications needed for participation and progression through the general education curriculum;
 - Co-planning and co-teaching the class within whole group/partial group/small group instruction;
 - Determining grades in collaboration with general education teacher.
- **GE Duties=**

- Ensuring IEP accommodations and modifications are implemented;
 - Differentiating instruction to meet all learners needs;
 - Co-planning and co-teaching the class within whole group/partial group/small group instruction;
 - Determining grades in collaboration with special education teacher.
- **Goal:** Assure students receive high quality instruction in content areas based on the Iowa Core while meeting the specific needs of the individual student.

❖ **Collaborative Services:**

- Are direct specially designed instructional settings where the **general education core content endorsed teacher** provides content instruction and the **special education teacher** provides strategy and skill instruction to students with IEP's within general education settings.
- **SE Duties=**
 - Consults with general education teacher to help students apply skills in general education settings;
 - Monitors goal progress;
 - Adjusts learning environment;
 - Modifies instructional delivery;
 - Adapts curriculum;
 - Utilizes positive behavioral supports and interventions;
 - Implements accommodations needed for individual students;
 - Determines grades in collaboration with general education teacher;
 - Collaborates with general education teacher, support service providers, or trained paraprofessionals within the collaborative classroom setting.
- **GE Duties=**
 - Provides content instruction;
 - Collaborates with special education teacher regarding supports needed;
 - Determines grades in collaboration with special education teacher.
- **Goal:** Provide services where the special education teacher may flexibly meet the needs of students with IEP's without co-teaching in multiple classrooms. The special education teacher, support service provider, or trained paraprofessional may be in the general education classroom as needed to provide instruction or other assistance to a student or a group of students.

❖ **Instructional Support Services/Pull-out Services:**

- Are direct specially designed instructional services provided to an individual student or group of students with disabilities by a licensed **special education teacher** within a special education classroom.
- **SE Duties=**
 - Supplement core instruction with direct specially designed instruction individualized to student need;
 - Monitor student's goal progress;

- Collaboratively determine IEP student grades;
- **GE Duties=**
 - Provide core content instruction;
 - Collaboratively determine IEP student grades;
 - Collaborate on core curriculum content with special education teacher and student's progression.
- **Goal:** To allow special education students access to core curricular content, while also providing specialized instruction to help them access and progress through the general education curriculum.

❖ **Special Class Services:**

- Are direct specially designed instructional services provided to a student or group of students with disabilities by a licensed **special education teacher** within a special education classroom.
- **SE Duties=**
 - Provide instruction aligned to the Iowa Core, modified to meet the unique needs of the student(s) in a self-contained setting;
 - Monitor student progress;
 - Grade student performance;
 - Consult with general education teachers regarding core curriculum content.
- **GE Duties=**
 - Consult with special education teachers regarding core curriculum content.
- **Goal:** To provide modified instruction that aligns with Iowa Core Standards and Benchmarks/Essential Elements, designed to meet the unique learning needs of the student. This modified instruction still allows the student to progress towards/meet grade level and/or graduation requirements.

NOTES: Students may receive different services at multiple points along the continuum based on the IEP and need. (For example, a student could have co-taught math but pull-out English OR a student may receive consulting teaching services for math but co-taught services for reading.)

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. Further, the school district must provide the full continuum but has the responsibility to determine at which attendance centers the various services will be offered.

The continuum includes services for eligible individuals kindergarten through age 21.

HOW WILL CASELOADS OF SPECIAL EDUCATION TEACHERS BE DETERMINED AND REGULARLY MONITORED?

Kindergarten- Age 21

Caseloads will be tentatively set up in the spring for the following year. Caseloads may be modified based on summer registration and actual fall enrollments. Caseloads will be reviewed three times during the school year by individual district special education teachers and submitted to their Building Principal and/or the district Director of Student Services by the following dates:

1. September 30th of each new school year
2. By January 30th
3. By April 15th to help with planning for the new year

In determining teacher caseloads, the Clinton Community School District will use the following values to assign points to the program of each eligible individual receiving an instruction program in the district.

Teachers may be assigned caseloads up to, but not exceeding 110 pts. This caseload limit may be exceeded by no more than 10% for a period of no more than nine weeks, if doing so does not prevent the affected teacher's ability to provide the services and supports specified in his/her students' IEP's. Staff should refer to page 12 of this document, regarding how to resolve caseload concern procedures. Services must be documented within IEP's and applied only for individuals on that teacher's roster, when completing the Caseload Determination Worksheet.

Link to Caseload Determination Table:

https://docs.google.com/document/d/1xCOZxAh-1fvaofcFouK_s7ehZwZXVA_8s_Cg08Mrpl0/edit?usp=sharing

**Clinton Community School District Special Education Teacher
Caseload Determination**

Teacher: _____ Student: _____

	Curriculum	IEP Goals	Specialty Designed Instruction	Joint Planning & Consultation for Instructional & Support Services	Paraprofessional Support	Assistive Technology	Behavior Intervention Plans (BIP's)	Other Services (Medicaid, Speech, OT, PT, AT, hearing/vision itinerant, health plan, work experience)
Zero Points	Student is functioning in the general education curriculum at a level similar to peers.	Student has IEP goals instructed by another teacher or service provider.	Student requires no specially designed instruction.	Joint planning occurs that is typically provided to all students.	Individual support needed is similar to that of average peers.	Assistive technology use is similar to average peers.	Student does not require a Behavior Intervention Plan.	Student requires support services that are provided to all general education services, that can be reasonably be sustained by general education.
One Point	Student requires accommodations to the general education curriculum.	Student has 1-2 IEP goals monitored/support ed by special education teacher.	25% or less of instruction is specially designed and/or delivered by special education personnel.	Joint planning between special education teachers and other personnel is designated as Support for School Personnel consultation and collaboration up to 30 m. per week.	Additional individual support from an adult is needed for 25% (100 m.) or less of the school day.	Assistive technology trials are being performed and documented within IEP.	Student requires a BIP, along with daily check-ins/check-outs documented on Page F of IEP.	Student requires 1 additional service.
Two Points	Student requires both accommodations & modifications to the general education curriculum.	Student has 3 IEP goals or goals in more than one area monitored/support ed by special education teacher.	26-75% or less of instruction is delivered by special education personnel.	Joint planning between special education teachers and other personnel is designated as Support for School Personnel consultation and collaboration 31-60 m. per week.	Additional individual support from an adult is needed for 26% (101 m.) to 75% (300 m.) of the school day.	Assistive technology is being utilized.	Student requires BIP with daily/weekly fidelity checks and data collection in addition to goal monitoring.	Student requires 2-3 additional services.
Three Points	Student requires significant modifications and adaptations to the general education curriculum. Student is on IAA.	Student has 4 or more IEP goals or goals in more than one area monitored/support ed by special education teacher.	76-100% of instruction is specially designed and/or delivered by special education personnel.	Joint planning between special education teachers and other personnel is designated as Support for School Personnel consultation and collaboration more than 60 m. per week.	Additional individual support from an adult is needed for 76% (301 m.) to 100% (420 m.) of the school day.	Assistive technology required for student to access general education curriculum.	Student requires BIP with a safety plan that includes 3 or more of the following: CPI de-escalation, room clears, physical aggression, weekly/daily integrity checks, and time-intensive data analysis and planning.	Student requires 4 or more additional services.

WHAT PROCEDURES WILL A SPECIAL EDUCATION TEACHER USE TO RESOLVE CASELOAD CONCERNS?

Resolution Procedures

The following procedures are to be used to resolve concerns about special education caseloads ages 3-21:

- 1. Informal:** Teacher shall request and shall be granted a meeting with the building Principal for grades K-age 21, or the Preschool Director (PK) for ages 3-5, to discuss caseload, within 15 days of request. Such meetings shall be informal in nature and solution-focused. The Principal/PK Director shall keep a record of the meeting date, teacher name, concerns and possible revisions to the caseload. The individual requesting the review is responsible for gathering relevant information to support his/her request. This information might include, but is not limited to: IEP's, schedule and instructional groupings, collaborative/co-teaching assignments, or number of grades served.
- 2. Written Notice:** If the teacher feels further consideration is warranted, written notice of the concern shall be submitted to the building Principal/Preschool Director within five working days following the informal conference. The written notice should express the specific caseload concern and a suggested or preferred resolution to the concern.
- 3. Review Committee:** The building Principal (school-age)/PK Director (ages 3-5) shall convene a review committee within ten working days to listen to the concern from the referring teacher and to problem solve. This committee will include the building Principal/PK Director and the special education teacher and may include a special education colleague within the building, a Mississippi Bend AEA 9 staff member, and others, as helpful. Prior to this meeting, relevant data shall be gathered as outlined in the Caseload Determination document contained in the District Special Education Plan (for K-ages 21). The teacher should also include his/her schedule. This data shall be given to the Principal/Preschool Director at least one school day prior to the meeting. During the meeting, the review committee will consider available resources and scheduling possibilities. Corrective actions considered may include: realigning students, reviewing assignment of paraprofessionals, reorganizing teacher resources, or prioritizing collaboration efforts to improve the delivery of special education services to all

special education students. Within five working days after meeting, the Principal/Preschool Director shall submit a written response (resolution) to the teacher and to the Director of Student Services (Superintendent if involves students ages 3-5/preschool).

- 4. Written Appeal:** If dissatisfied with the response in Step 3, the teacher has five working days after receiving the written response to submit a written appeal to the Director of Student Services (for grades K-age 21)/Superintendent (ages 3-5/preschool). The written appeal should clearly state the concern, the proposed resolution(s) suggested by the review committee and all of the 'relevant data' that was gathered prior to the review committee meeting.
- 5. Central Administrator Review:** Within ten working days after receiving the appeal, the Director of Student Services (grades K-age 21)/Superintendent (ages 3-5/preschool) shall convene a meeting with the teacher and Principal to discuss the concern. The Director of Student Services/Superintendent shall then submit a written response to the teacher as well as provide a copy of the response to the Principal/PK Director.
- 6. Written Appeal to Central Administration:** If dissatisfied with the response from the Director of Student Services/Superintendent, the teacher may provide a written appeal, which will be distributed to both the Director of Student Services and Superintendent. This written appeal should occur within five working days of receiving the response from the Director of Student Services/Superintendent. The Superintendent will make the final decision within five working days. A written response shall be provided to all parties involved.

NOTES: An AEA may grant an adjusted caseload status for "good cause shown". 41.408 (2)g. A showing of good cause is highly dependent on the facts and circumstances surrounding the request and a determination of "good cause" is within the sound discretion of the AEA Special Education Director. As a general rule, "good cause" will not be satisfied by a district's unsupported request for an adjustment to its caseload, and will typically require demonstration that the district considered other alternatives before seeking an adjustment. As with all special education questions, the primary concern should be the district's ability to provide FAPE in the LRE to the eligible individuals it serves.

As part of the process for resolving caseload concerns, one consideration may be the possible addition of paraprofessional support within a building. The consideration of a paraprofessional

will be on a case-by-case basis and final determination will be made by the Director of Student Services.

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?

State Performance Plan Targets and Service Delivery Plan Effectiveness

The Clinton Community School District will examine their State Performance Plan and Annual Progress Report data annually, to determine priorities and to consider development of an action plan. Clinton CSD will work in collaboration with the state and AEA. If the District meets the State Performance Plan and Annual Progress Report requirements, the Special Education Service Delivery Plan will be considered effective. If Clinton CSD does not meet requirements, the District will develop an action plan to address any areas of concern.

**SPECIAL EDUCATION SERVICE
DELIVERY PLAN**

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 ages 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 eligible individuals ages 3 to 5 receive specially designed instruction, including modification and adaptation of curriculum, instruction techniques and strategies, and instructional materials.
 2. 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.
 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 classroom, including consultation with general education teachers.
 4. 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 District assures that prior to the school board adoption, this delivery system was available for comment by the general public.
- ❖ The District assures this delivery system was developed by a committee that included parents of eligible individuals, special education teachers, general education teachers, administrators, and at least one AEA representative (selected by the AEA Special Education Director).
- ❖ 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.