

**Postville Community School District
District Developed Service Delivery Plan
Board Approval: March 9, 2020
2020-2025**

District Developed 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 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 eligible individuals aged 3 through 5 receive specially designed instruction, including modification and adaptation of curriculum, instructional 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 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 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 district assures that prior to the school board adoption, this delivery system was available for comment by the general public.

- *The Public Comment Period will be from Tuesday, February 4, 2020 through Tuesday, February 25, 2020.*

➤ 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 (selected by the AEA Special Education Director).

- *The planning committee met at 5:00 P.M. on Monday, February 3, 2020.*

➤ The district assures the AEA Special Education Director verified the delivery system is in compliance with the Iowa Administrative Rules of Special Education.

- *The plan was approved by the Keystone AEA on Thursday, February 11, 2020*

➤ The district assures the school board has approved the service delivery plan for implementation.

- *The Postville Community School District School Board approved the District Developed Service Delivery Plan at the March 9, 2020 School Board meeting.*

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

District Developed Service Delivery Planning Committee

The district developed service delivery plan was developed in accordance with the Iowa Administrative Code Rule 41.408(2)“C”. The group of individuals who developed the plan includes parents of eligible individuals, special education teachers, general education teachers, administrators, and Keystone AEA staff.

Jamee Xiya	Sr. High Parent
Stacy Adam	Jr. High Parent
Jessica Martinez	Elementary Parent
Sarah Turner-White	Elementary Parent
Tim Dugger	Superintendent
Jennifer Schutte	Elementary Principal
Brendan Knudtson	Jr./Sr. High School Principal
Jennifer Fangman	Early Childhood Special Education Teacher
Linda Monroe	Elementary Special Education Teacher
Katie Vorwald	Elementary Special Education Teacher
Jenna Schnitzler	K-12 Special Education Teacher
Jake Wilke	7-12 Special Education Teacher
Sarah Sanderson	7-12 Special Education
DeAnne Blanchard	Keystone AEA Special Education Consultant
Jennifer Soland	Keystone AEA School Psychologist
Joey Xiya	High School Student
Connor Adam	Jr. High School Student
Shelby McIlravy	Elementary Regular Education Teacher
Betsy Shea	Jr./Sr. High Regular Education Teacher

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

The Postville Community Schools will provide a full continuum of early childhood placements to children who are eligible for instructional IEP services. These early childhood placements will provide instructional services that adhere to the Quality Preschool Program Standards.

Preschool Continuum of Services

Regular Early Childhood Program: Services are defined as occurring in the general education classroom. The teacher holds a license issued by the Board of Educational Examiners that includes pre-kindergarten and early childhood special education (dual certification). The teacher is responsible for direct instruction, preparation of materials, adaptation and accommodations as specified in the IEP. The teacher with the dual endorsement is responsible for implementing and monitoring the child’s progress according to the IEP. Fewer than 50% of the children in the class are students with disabilities.

Regular Early Childhood Program Monitored by a Licensed Early Childhood Special Education Staff: Services are defined as occurring in the general education classroom. The classroom teacher holds

a license for pre-kindergarten. The general education teacher is responsible for classroom instruction and implementation of adaptations and accommodations as specified in the IEP. The licensed Early Childhood Special Education staff is responsible for monitoring the implementation of services described in each IEP and monitoring student progress relative to goals in the IEP.

Early Childhood Special Education Program: Services are defined as direct specially designed instruction provided to students with disabilities by a licensed early childhood special education teacher. The curriculum is tied to the general education curriculum but is modified to meet the needs of the students. Classroom instruction is provided by a licensed Early Childhood Special Education Teacher who is responsible for monitoring the implementation of services described in each IEP relative to IEP goals. The early childhood special education program is integrated with the enrollment consisting of IEP students and non-IEP students.

K-12 Continuum of Services

K-12 Consulting Teacher Services: Consulting teacher services are defined as indirect services provided by a certified special education teacher to a general education teacher in adjusting the learning environment and/or modifying his/her instructional methods using specially designed instructional strategies to meet the individual needs of a student with a disability receiving instruction in the general education classroom.

K-12 Co-Teaching Services: Co-teaching services are defined as the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and nondisabled students. These services are provided by special education and general education staff in partnership to meet the content and skills needs of students in the general education classroom. These services take shape in a variety of manners. For example, teachers co-plan, divide the class and provide the instruction to smaller groups, or teachers co-plan and then co-instruct different components of the content.

K-12 Supplemental Instruction in the General Education Setting: Collaborative services are defined as direct specially designed instruction provided to an individual student with a disability or to a group of students with disabilities by special education staff in a general education classroom setting to aid the student(s) in accessing the general education content area instruction. These services are provided simultaneously with the general education content area instruction.

K-12 Supplemental Instruction in the Special Education Setting: Pull-out supplemental instruction is defined as specially designed instruction provided to an individual student with a disability or a group of students with disabilities by special education staff in a special education setting. Pull-out instructional services are designed to supplement the instruction provided in the general education classroom through the previously described consulting teacher model, co-teaching model and collaborative model of service delivery. Supplemental instruction provided in a pull-out setting does **not** supplant the instruction provided in the general education classroom.

K-12 Special Class: Special class services are defined as direct specially designed instruction provided to an individual student with a disability or a group of students with disabilities by a certified special education teacher to provide instruction which is tied to the general education curriculum, but has been

modified to meet the unique needs of the student(s) in a self-contained setting (including, but not limited to special classes, special schools, home instruction, and instruction in hospitals and institutions). This means the student is receiving his or her primary instruction separate from non-disabled peers.

Notes:

- Students may receive different services at multiple points along a continuum based on the IEP.
- The district will provide access to this continuum for all eligible individuals based on their IEP.
- Services may be provided within the district or through a contractual agreement with other districts and/or agencies.
- The continuum includes services for eligible individuals ages 3-21.

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

Preschool through School-Aged Caseload Determination Guide

Preschool-aged classroom determinations will follow the QPPS guidelines.

Teacher-Child Ratios Within Group Size
(Includes teachers, assistant teachers, and associates)

Group Size	Adult to 3-Year-Old Student Ratio	Adult to 4-Year-Old Student Ratio
12	1:6	
14	1:7	
16	1:8	1:8
18	1:9	1:9
20		1:10

Notes:

- In a mixed-aged preschool class of 2.5 year-olds to 5 year-olds, no more than four children between the ages of 2.5 and 3 years may be enrolled. The ratios within group size for the predominant age group apply. If infants and toddlers are in a mixed age group, the ratio for the youngest child applies.
- Ratios are to be lower when one or more children in the group needs additional assistance to fully participate in the program:
 - Because of ability, language fluency, developmental age or stage or other factors or
 - To meet other requirements of QPPS Verification
- A group or classroom refers to the number of children who are assigned for most of the day to a teacher or a team of teaching staff and who occupy an individual classroom or well-defined space that prevents intermingling of children from different groups within a larger room or areas.

- Group sizes as stated are ceilings, regardless of the number of staff. Student specific associates are not considered in the teacher to child ratios. Regardless of a specific student's associate needs, the child is counted in the maximum group size.

Taken from: Iowa Quality Preschool Program Standards Adapted from NAEYC Standards; July, 2007; Section III Page 53.

School-aged Caseload Determination Guide

- Caseloads will be tentatively set in the spring for the following year by the building principals. Caseloads may be modified based on summer registration and actual fall enrollments. In determining special education teacher caseloads, the Postville Community School District will use the following values to assign points to the program of each eligible individual receiving and instructional program in the district.
- A full teacher caseload will be considered to be twenty-five (25) points. Caseloads over twenty-five (25) points will need to be reviewed by the building principal and the teacher.

Special Education Caseload Monitoring

Caseloads will be reviewed and monitored to determine that each student's educational needs are being met. The building principals shall monitor the teacher caseloads. Reviews will take place as follows:

- A. Prior to the onset of the school year
- B. When there is a change in a teacher's caseload
- C. At the end of the school year
- D. By teacher request

Postville Community School District Special Education Caseload Monitoring Form	
<i>A teacher assigned a caseload with more than twenty-five (25) total points will need to review the caseload needs with the building principal.</i>	
____ (1 point each)	How many IEP students are on your roster? (Each IEP for which you are the roster teacher, responsible for IEP writing, IEP meetings, entering progress monitoring and reporting to parents.)
____ (1 point each)	How many students on your roster require 3 or more hours/periods of direct instruction per day? (This does not include co-teaching.)
____ (.5 points each)	How many shared students do you serve? (Responsible for writing a goal, progress monitoring or providing specially designed instruction, and reporting to parents. This does not include students who are on your roster.)
____ (.25 points each)	How many students on your roster have a three-year reevaluation?
____ (.25 points each)	How many students on your roster have transition assessments? (Students 13 years and older)
____ (1 point each)	How many periods do you co-teach?
____ (.5 points each)	How many paraprofessionals require supervision and collaboration?
____ (.5 points each)	How many students on your roster participate in the Iowa Alternative Assessment?
____ (.5 points each)	How many students on your roster participate in the Early Literacy Alternate Assessment?
____ (.5 point each)	How many students on your roster have a functional behavior assessment and behavior intervention plan?
____ (.5 points each)	How many students on your roster require assistive technology that you manage? (If another school/AEA employee is responsible for this please indicate.)
____ (.5 points each)	How many students are served off-site (hospital, homebound, general education preschool)?

In reviewing teacher caseload concerns these are additional items to consider; no point values are assigned.

How many grade levels do you serve?

How many goal areas do you monitor for each student?

How many preparation periods do you have?

How many buildings do you serve?

How much time per week is devoted to assistive technology needs?

How many associates, with whom you work, are in a new position?

How many students require completion of Medicaid paperwork?

How many students require more than one IEP meeting per year?

How many IEPs have you had to amend during the school year?

How many students are dependent on an adult to take care of physical needs and/or health needs? (i.e. feeding, toileting)

How many general education periods/classes do you teach?

How many students receive additional services, in which you need to consult with providers, and provide supportive instruction for these services? This includes work experience, speech therapy, physical therapy, occupational therapy, vision services, hearing services, social work services.

How many students qualified for extended school year services?

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

PROCEDURAL STEPS FOR CASELOAD CONCERNS:

1. Teacher will submit a request for a caseload review in writing to the building principal.
2. Within ten working days, the building principal will meet with the special education teacher and AEA 1 team representative to review and clarify concerns the teacher has expressed about his/her caseload.
 - a. The teacher requesting the review is responsible for gathering relevant information to support his/her request for a caseload review. This information might include, but is not limited to:
 - i. Number of IEPs
 - ii. Teacher's schedule and instructional grouping
 - iii. Collaboration and co-teaching assignments
 - iv. Number of buildings that teacher is assigned
 - b. An attempt will be made to resolve the teacher's caseload concerns informally at that time.
 - c. The building principal will provide a written response to the teacher's request within five working days of the meeting.
3. If the teacher's caseload concern cannot be satisfactorily resolved, the teacher's written request and the principal's written response will be sent forward to the district superintendent within five working days.
4. The district superintendent will review the request and gather relevant information from the principal, special education teacher and AEA 1 team representative.
5. Within ten working days following the superintendent's receipt of the teacher's formal request for caseload review, the district superintendent will send a written determination to the building principal and special education teacher.
6. If the teacher requesting review does not agree with the written determination made by the district superintendent, the teacher may appeal to the AEA 1 Director of Special Education within five working days.
7. The AEA 1 Director of Special Education, or their designee, will meet with personnel involved and render a written decision within ten working days.

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 Postville Community School District will examine Every Student Succeeds Act (ESSA) data, district-wide assessment data, and student progress on IEP goals to determine the effectiveness of the delivery plan. If the district meets the requirements or shows growth in each area, the delivery system will be considered effective. If the district does not meet the requirements, the district will work in collaboration with the State and Keystone AEA to develop a plan of action.

Individual student progress on IEP goals will be reviewed and discussed on a regular and on-going basis (at minimum every 2 weeks) by the special education and general education teacher(s) along with the AEA consultant 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 are needed. (Note: Changes in goals, proficiency criteria, or LRE must occur through an IEP team meeting.)

Both schools in the district will review student progress monitoring, formative, and/or summative evaluations. IEP subgroup growth and achievement data will be reviewed and discussed by teams which include both special education and general education teachers. Each school will develop a school-based plan to close the achievement gap. These plans will be monitored on a regular basis at the school level and at the district level at least annually. In the event that this process creates the need to revise the DDSDP, the district will follow the process to revise and readopt the DDSDP.