

Cardinal Community School District



Special Education Service Delivery Plan

(Updated Spring, 2021)

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

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Overview

The content requirements of the Special Education Delivery Service Plan will be met through a set of five questions and a series of assurances. As part of this plan, districts must describe how Early Childhood Special Education (ECSE) instruction services are provided to meet the needs of eligible children.

Steps in completing this Service Delivery Plan

- *February 2021*– Organization of process to develop the plan and recruitment of committee members, both required and volunteer
- *February 2021*– School board agenda item to approve process and committee members
- *March 2021*– Committee members to develop the plan
- *May 2021*– Post plan to school website for public viewing
- *May 31* - Submit plan to GPAEA Director of Special Education for approval
- *June 2021*– School Board agenda item to approve the plan with majority vote

Committee Members

Parents of Students with Special Needs: Daena Peterman and Stephanie Ferrell

General Education Teachers: Megan Miller and Taylor Torres

Special Education Teachers: Andrea Tedrow, Bethany Short, Lori Rowland, and Sabrina Morrison

District Administrators: Joel Pedersen, Landon Miller, Cindy Green, and Heather Buckley

Great Prairie Area Education Agency: Jim Cope

Question 1: Program Development

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). 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 from Great Prairie Area Education Agency.

The District Developed Service Delivery Plan was approved by the Cardinal Community School District Board of Education on [REDACTED]. The plan will be shared with special education teachers, general education teachers, and district administrators via an email communication from the District's Special Education Instructional Coach. It will also be shared with all community stakeholders by posting the plan on the district website.

Question 2: Organization of Services

How will services be organized and provided to eligible individuals?

- **Consulting Teacher Services:** Consulting teacher 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 instruction strategies to meet the individual needs of a student with a disability receiving instruction in the general education classroom.
- **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 the special education teacher and general education teacher 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 and then co-instruct different components of the content. The effectiveness of services provided through co-teaching have a strong research base.
- **Collaborative Services:** 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 a certified special education teacher in a

general education classroom to aid the student(s) in accessing the general education curriculum. These services are provided simultaneously with the general education content area instruction.

- **Pull Out Services:** Pull out 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 supplementary instruction that cannot otherwise be provided during the student's regular instruction time. These services are provided in an individual or small group setting for a portion of the day. Pull out services supplement the instruction provided in the general education classroom through Consulting Teacher services or Collaborative/Co-teaching services. The specially designed instruction provided in Pull out settings does not supplant the instruction provided in the general education classroom.
- **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. This means the student is receiving his or her primary instruction separate from nondisabled peers.

*Students may receive different services at multiple points along the 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 contractual agreement with other districts and/or agencies.

***The continuum includes services for eligible individuals ages 3-21 (Including Preschool)

Question 3: Special Education Caseload Determination

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 District's Special Education Instructional Coach and Superintendent/Designee will review each special education teacher's caseload by the third Friday in May and each special education teacher's actual caseload in the Fall, by the third Friday in September. The District's Special Education Instructional Coach and Superintendent/Designee will also conduct a midyear review no later than the third Friday in February, of each teacher's caseload.

In determining teacher caseloads, the School District will use the Caseload Determination worksheet in conjunction with the Special Education Service Matrix to assign points to the caseloads of each special education teacher in the district. Caseloads shall be based on Caseload Determination points from the following rubrics and other variables that impact the teacher's workload. Adjustments in teacher caseloads may be made when student demands and time, required SDI (Specially Designed Instruction) minutes, exceeds the teacher's ability to provide an appropriate program. Adjustments may include additional teacher assistance, support staff assistance, paraprofessional assistance, or other supports. A teacher's caseload shall not exceed 100 total points as determined by the Caseload Determination Worksheet below. 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 or her student's IEPs.

Caseload Determination Worksheet

1. Total from Special Education Service Matrix per rostered student. 1.
2. For how many students will you be planning and supervising transition, vocations, or Work experience? (secondary only) 2.
3. On a regular (monthly) basis with how many professionals do you... 3.
 - a. Consult/Collaborate (30 min/month)(documented on page F)
 - b. b. Coteach
4. How many unique stand alone classes do you teach per schedule rotation? (secondary only) 4.
5. For how many students do you currently have to fill out Medicaid billing paperwork? (Behavior) 5.

Teacher **Date** **Total**

Special Education Service Matrix

Teacher Student Date

Curriculum		Assistive Technology	
0	Student is functioning in the general education curriculum at a level similar to peers.	0	Assistive technology use is similar to peers.
1	Student requires limited modifications to the general curriculum.	1	Assistive technology requires limited teacher-provided individualization and/or training for the student.
2	Student requires significant modifications to the general curriculum.	2	Assistive technology requires extensive teacher-provided individualization and/or training for the student.
3	Significant adaptation to grade level curriculum requires specialized instructional strategies. Alternate assessment is used to measure progress.	3	Assistive technology requires extensive teacher-provided individualization and/or training for the student. Significant maintenance and/or upgrades for continued effective use are anticipated.

IEP Goals		Paraprofessional Support	
0	Student has IEP goals instructed by another teacher or service provider.	0	Individual support needed similar to peers.
1	Student has 1-2 IEP goals.	1	Additional individual support from an adult is needed 25% or less of the school day.
2	Student has 3 IEP goals.	2	Additional individual support from an adult is needed 26%-75% of the school day.
3	Student has 4 or more IEP goals.	3	Additional individual support from an adult is needed 76%-100% of the school day.

Specially Designed Instruction		Functional Behavior Assessment (FBA) / Behavior Intervention Plan (BIP)	
0	Student requires no specially designed instruction.	0	Student requires no FBA or BIP
1	25% or less on instruction is specially designed and/or delivered by special education personnel.	1	Requires less than 2 hours monthly for assessing, planning, data collection, and communication with others.
2	26%-75% or less instruction is specially designed and/or delivered by special education personnel.	2	Requires 2 to 4 hours monthly for assessing, planning, data collection, and communication with others.
3	76%-100% of instruction is specially designed and/or delivered by special education personnel.	3	Requires more than 4 hours monthly for assessing, planning, data collection, and communication with others.

Student Total

Question 4: Resolving Caseload Concerns

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

A scheduled review of teacher caseloads will be conducted by The District's Special Education Instructional Coach and building principals as follows:

1. At the beginning of the school year, no later than the third Friday in September.
2. At the beginning of the second semester, no later than the third Friday in February.
3. At the beginning of 4th quarter, no later than the third Friday in April.

Upon review, if there appears to be an overload, the teacher may request and the principal will arrange a Caseload Assistance Team (CAT). The CAT will be comprised of 4 teachers, a building administrator, and an AEA representative. The CAT will make recommendations as to whether there is a need for adjustments to a teacher's schedule or roster.

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 District's Special Education Instructional Coach and Superintendent/Designee with relevant supporting information which at a minimum would include completion of the Caseload Determination Worksheet for each Roster Student/IEP.

Upon review, The District's Special Education Instructional Coach 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 District's Special Education Instructional Coach and Superintendent/Designee 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.

Question 5: Program Effectiveness

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?

The district will examine APR data to determine priorities and develop an action plan. The district will work in collaboration with the state and AEA.

What process will be used to evaluate the effectiveness of the delivery system for eligible individuals?

If the district meets APR requirements, the delivery system will be considered effective. If the district does not meet requirements, the process described in question 5 will be used.

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

Assurances

- The Cardinal 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:
 1. 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.
 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 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 Cardinal Community School District assures that prior to the School Board adoption, this delivery system was available for comment by the general public.
- The Cardinal 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 Great Prairie Area Educational Agency (GPAEA).
- The Cardinal Community School District assures the GPAEA Special Education Director verified the delivery system is in compliance with the Iowa Administrative Rules of Special Education.
- The Cardinal Community School District assures the School Board has approved the Service Delivery Plan for implementation.