



District Developed Special Education Delivery Plan

Adopted by CCSD School Board June 10, 2024

A system for delivery of instructional services, including a full continuum of services and placements to address the needs of eligible individuals ages 3-21 years of age.

All students will learn well, become lifelong learners, and contribute positively to society.

Question	Answer												
1. What process was used to develop a delivery system for eligible individuals? Purpose: The purpose of this question is to document that the district has met all the process requirements in the development of their DDS DP.	The delivery system was developed in accordance with Iowa Administrative Code rule 41.408(2)c. The committee of individuals was composed of parents of eligible individuals, special education teachers, general education teachers, administrators, and a representative from the Great Prairie Area Education Agency. The CCSD Special Education Committee collaborated to create the current plan following the organizational structure and timeline as outlined. <u>Committee Members:</u> <table border="0"> <tr> <td><u>Parents:</u></td><td><u>Teachers:</u></td></tr> <tr> <td>Molly Felton</td><td>Cassidy Schmell, Preschool Teacher/Special Education Teacher</td></tr> <tr> <td>Lisa Tubaugh</td><td>Amanda White, Howar Middle School Teacher</td></tr> <tr> <td></td><td>Missi Cisler, 9-12 Special Education Teacher</td></tr> <tr> <td></td><td>Taylor Lawson, Lakeview Elementary Teacher</td></tr> <tr> <td></td><td>Jenny Durham, Instructional Coach</td></tr> </table> <u>Administrators:</u> Brad Warren, HS Principal Rhonda Raskie, MS Principal Julie Caraccio, Special Education Director Mark Taylor, Superintendent <u>Great Prairie AEA:</u> Alan Schwarte, Regional Director <u>Timeline and Structure</u> April 9, 2024 Committee reviewed the current plan, process, and purpose. Began the work on Questions 1-4 April 25, 2024 Committee reviewed and determined May 2024 Public Comment Available	<u>Parents:</u>	<u>Teachers:</u>	Molly Felton	Cassidy Schmell, Preschool Teacher/Special Education Teacher	Lisa Tubaugh	Amanda White, Howar Middle School Teacher		Missi Cisler, 9-12 Special Education Teacher		Taylor Lawson, Lakeview Elementary Teacher		Jenny Durham, Instructional Coach
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2. How will the services be organized and provided to eligible individuals? Purpose: The purpose of this question is to describe how the district will provide special education instructional services. Districts must include the full continuum of services and placements for eligible individuals from age 3 to 21, including preschool. When describing services for preschool children, the district must adhere to federal data reporting definitions of settings for preschool.	Centerville Community School District Continuum of Services: The district will provide access to the continuum of services for all eligible individuals as defined below based on their IEP. The continuum includes services for eligible individuals ages 3-21. Services may be provided within the district, or through contractual agreements with other districts and/or agencies. Students may receive different services at multiple points along a continuum based on the IEP. <table><tr><td colspan="2">Least Intensive</td><td colspan="2">Most Intensive</td></tr><tr><td>General Education with Consultation</td><td>General Education with Collaboration</td><td>General Education with Direct Instruction in a Special Ed Setting</td><td>Special Ed Setting with Direct Instruction</td></tr></table> <i>Students may receive IEP directed services at multiple points along the continuum.</i> General Education with consultation/accommodations and/or modifications: The student is served in the general education setting with consultation and support from the special education teacher(s) or direct services providers. Example: The classroom teacher is responsible for teaching, testing, grading, and discipline in the general education setting. The special education teacher/service provider is responsible for assisting the classroom teacher by helping design and adapt assignments and by monitoring the student’s progress on IEP goals, as well as how a student’s specially designed instruction may be carried out in the general education classroom and in accordance with what is written in the student’s IEP for a particular goal area(s). <table><tr><th>General Education Teacher Roles/Responsibilities</th><th>Special Education Teacher Roles/Responsibilities</th></tr><tr><td> - Oversees all general education instruction - Implements high-quality differentiation practices - Delivers collaboratively designed content instruction in the general education class, including assessments and progress reporting </td><td> - Collaboratively works with the general education teacher on 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 </td></tr></table>	Least Intensive		Most Intensive		General Education with Consultation	General Education with Collaboration	General Education with Direct Instruction in a Special Ed Setting	Special Ed Setting with Direct Instruction	General Education Teacher Roles/Responsibilities	Special Education Teacher Roles/Responsibilities	- Oversees all general education instruction - Implements high-quality differentiation practices - Delivers collaboratively designed content instruction in the general education class, including assessments and progress reporting	Collaboratively works with the general education teacher on 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
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	General Education Teacher Roles/Responsibilities	Special Education Teacher Roles/Responsibilities
	• Oversees all general education instruction • Implements high-quality differentiation practices • Collaboratively plans with the special education teacher and supports provision of SDI within specific skill areas and instructional activities during targeted times • Collaboratively provides accommodations and/or modifications needed to enable access • Engages in ongoing communication and professional learning with special educators to assist with the understanding of learning progressions of the Iowa Core • Collaborates with special education teachers for assignments and grades for general education curricular standards	• Provides direct specially designed instruction to the learner or group of learners in the general education classroom at targeted times • Monitors the learner's progress on IEP goals • Collaboratively implements high-quality differentiation practices • Collaboratively provides accommodations and modifications needed to enable access • Engages in ongoing communication and professional learning with general educators to understand learning progressions within the Iowa Core • Understands the general education curriculum • Coordinates and shares available special education resources • Collaboratively provides and oversees the provision of SDI, BIP implementation, educational decision-making, and goal progress within skill areas and instructional activities
	General Education with Direct Instruction in a Special Education Setting: The student receives specially designed instruction and support aligned to the general education curriculum by a certified special education teacher within the special education classroom. Example: A special education teacher provides specially designed instruction services in an individual or small group special education classroom setting for part of the day and follows	

what is written in the student's IEP for a particular goal area(s). The assigned special education teacher monitors the students' progress on goal areas.

General Education Teacher Roles/Responsibilities	Special Education Teacher Roles/Responsibilities
• Oversees all general education instruction • Implements high-quality differentiation practices • Provides accommodations and/or modifications needed to enable access • Engages in ongoing communication and professional learning with special educators to assist with an understanding of learning progressions within the Iowa Core • Collaborates with special education teacher for assignments and assigning grades aligned to general education curricular standards	• Provides specially designed instruction that aligns with the Iowa Core • Monitors the learner's progress on IEP goals • Understands high-quality instructional practices • Engages in ongoing communication and professional learning with general education educators to understand learning progressions within the Iowa Core • Collaborates with general education teacher to determine necessary accommodations and/or modifications to enable access • Coordinates and shares available special education resources • Collaboratively provides and oversees the provision of SDI and goal progress within skill areas and instructional activities

Special Education Setting with Direct Instruction:

The student receives his/her primary core instruction separate from non-disabled peers as a program modification, all services will be provided in special education or a separate educational setting (including, but not limited to, self-contained special education classroom, virtual learning platforms, special schools, and home-bound instruction). In this model, reverse consultation will be provided by the general education teacher to ensure the special education service provider is equipped to meet the Iowa Core standards.

Example: A special education teacher provides individualized services according to the student's IEP.

General Education Teacher Roles/Responsibilities	Special Education Teacher Roles/Responsibilities
• Provides consultation to special education teachers to ensure access to all general education curriculum • Collaborates with special education teachers to determine the necessary accommodations and/or modifications needed to enable access to general education curriculum • Engages in ongoing communication and professional learning with special educators to assist with an understanding of learning progressions within the Iowa Core • Consults with special education teachers for assignments and assigning grades aligned to general education curricular standards	• Provides specially designed instruction that aligns with the Iowa Core • Monitors the learner's progress on IEP goals • Implements practices to ensure access to content material aligned to Iowa Core • Engages in ongoing communication and professional learning with general educators to understand learning progressions within the Iowa Core • Collaborates with general education teachers to determine the necessary accommodations and/or modifications to enable access to general education curriculum • Collaborates with general education teachers for assignments and assigning grades aligned to general education curricular standards • Collaboratively provides and oversees the provision of SDI and goal progress within skill areas and instructional activities

Regular Early Childhood Program with Teacher Holding Dual Endorsements: The student is served in the regular early childhood classroom with a teacher who holds a valid practitioner's

	license issued by the Board of Educational Examiners that includes pre-kindergarten and early childhood special education. The teacher is responsible for direct instruction, preparation of materials, adaptations, and accommodations as specified in the IEP. The teacher with dual endorsement is responsible for implementing and monitoring the child's progress according to the IEP. Example: The classroom teacher and the special education teacher may be the same individual and is responsible for teaching, testing, grading, and discipline in the general education setting. In the role of special education teacher/service provider, they are responsible for designing and adapting assignments and for monitoring the student's progress on IEP goals as well as adjusting the level of special education services according to the individual student's needs. <u>Accommodations vs. Modifications</u> <table> <tr> <td> <u>Accommodations</u> • Provide access to general education experiences </td><td> <u>Modifications</u> • Practices that change or lower learning expectations </td></tr> </table>	<u>Accommodations</u> • Provide access to general education experiences	<u>Modifications</u> • Practices that change or lower learning expectations
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Question	Answer		
3. How will the caseloads of special education teachers be determined and regularly monitored? Purpose: This requirement exists to ensure that teacher caseloads do not become unmanageable and compromise the provisions of services prescribed in the IEPs.	Caseloads will be tentatively set each spring for the following school year. Caseloads may be modified based on summer registration and actual fall enrollments. Caseloads will be reviewed 3 times during the school year. A scheduled review of teacher caseloads will be conducted by the building principals and special education director as follows: • Within the first 20 school days of each academic year • Within the first 20 days of the second semester of each academic year. • By May 20th to plan for the following academic year. A teacher may request a caseload review at any time during the school year. In determining teacher caseloads, the Centerville Community School District will use the Special Education Level specifically noted in the student's IEP and as determined by AEA staff.		

	A teacher may be assigned a caseload of no more than 25 points or equivalent points based on FTE (Full-time equivalent) status. This caseload limit may be exceeded by no more than 10% for no more than 9 weeks if doing so does not prevent the affected teacher's ability to provide the services and support specified in his or her student's IEPs. The Centerville Community School District's regular early childhood program and early childhood special education programs must meet the criteria of the Preschool Program Standard (QPPS) being implemented regarding maximum class and teacher-child ratio.
Question	Answer
4. What procedures will a special education teacher use to resolve caseload concerns? Purpose: The purpose of this requirement is to ensure that special education teachers have a way to request a review of situations that have not been addressed by the caseload review process.	Upon review, if there appears to be an overload, the teacher may request and the principal will arrange a Caseload Assistance Team (CAT) meeting. The CAT will comprise of a general education teacher, a special education teacher from the building, the building administrator, the Director of Special Education, 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. At any other time, a teacher may request a caseload review by submitting, in writing, the request to the building principal. The building principal must convene the CAT within 5 working days. A plan of resolution and a written decision must be made available to the teacher within 7 working days after the CAT meeting. If a district is exceeding the limits specified in this plan, the district may ask the AEA Special Education Director or his/her designee to grant an adjusted caseload status. 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 a 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 (Free Appropriate Public Education) in the LRE (Least Restrictive Environment) to the eligible individuals it serves

Question	Answer
5. How will the delivery system for eligible individuals meet the targets identified in the state's performance plan 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? Purpose: Dependent upon any needs indicated by data or determination assigned by the State, the district will examine the District Developed Plan to determine if a revision to the plan is warranted in order to effect the desired change.	The district will examine its State's Performance Plan (SSP) and Annual Progress Report (APR) data to determine priorities and develop an action plan. If the district meets SPP/APR requirements, 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 AEA.