



CLEAR CREEK AMANA™
COMMUNITY SCHOOL DISTRICT
— *BRINGING LEARNING TO LIFE* —

District Developed Service Delivery Plan

Clear Creek Amana CSD

August 2023

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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 organized according to the type of curriculum 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 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 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.

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 the AEA.

The District Developed Service Delivery Plan was approved by Grant Wood Area Education Agency on September ??, 2023 and by the Clear Creek Amana Community School District Board of Education on September ??, 2023. The Plan will be shared with special education teachers, general education teachers, and district administrators via an email communication from the Director of Special Services. It will also be shared with all

members of the Special Education Parent Advisory Committee and all other parents and community stakeholders by posting the Plan on the district website.

Overview of steps in completing the Service Delivery Plan:

Step 1: The district selects the committee.

Step 2: The committee reviews and analyzes data and develops the plan.

Step 3: The plan is available for public comment.

Step 4: The AEA Special Education Director verifies compliance.

Step 5: The district school board approves the plan prior to adoption.

Step 6: The plan is entered and certified in the C-Plan.

Step 7: The plan is reviewed in connection with the 5-year accreditation cycle or earlier if required by a determination given by the state.

Committee Representation

Parent Representatives:

Molly Jones

Frankie Walker

Special Education Representatives:

Kinzlee Franck

Tessa Strabala

Brianne Panther

General Education Representatives:

Sadie Winkles

Administrative Representatives:

Brad Fox

Barb Hunt

Matt Leeman

Ben Macumber

Mark Moody

Kayla Amelon

Brenda Parker

Stacy Stull

Brian Williams

Grant Wood AEA Representatives:

Shane Boeve

How will services be organized and provided to eligible individuals?

An identified student is eligible to receive specially designed instruction and/or supports from a certified special education teacher from age 3-21. Services provided by the special education teacher could be delivered through collaborative instruction, co-teaching and/or direct instruction.

General education with consultation:

The student is served in the general education classroom or regular early childhood program without any accommodations or modifications to the curriculum, instruction, testing or grading. The service provider is responsible for consulting with general education teacher and monitoring the student's progress according to the IEP.

General education with consultation and accommodations: The student is served in the general education classroom or regular early childhood program with consultation and support from the special education teacher. The general education teacher is responsible for direct instruction, assessing, grading and behavioral management as specified in the IEP. The special education teacher support may include assisting the general education teacher with the design and preparation of materials, adaptations and accommodations. The special education teacher is responsible for monitoring the student's progress on IEP goals.

General education with direct special education support in the general education classroom:

The student receives special education support for the general education curriculum in the general education setting or regular early childhood program. The special education teacher, support service provider, or trained paraprofessional will be in the general education classroom to provide direct instruction, instructional support, or other assistance to the student or a group of students, through models such as co-teaching or collaborative teaching. The special education teacher/service provider is responsible for monitoring the student's progress on IEP goals.

Co-Teaching Services:

- The provision of specially designed instruction and academic instruction provided to a group of students with and without disabilities.
- 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.
- Services take shape in a variety of manners: one teach/one observe, station teaching, parallel teaching, alternative teaching, teaming, or one teach/one assist.

Collaborative Teaching Services:

- 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.
- Services are provided simultaneously with the general education content area instruction.

General education with direct special education support outside the general education classroom:

Supplemental 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 or regular early childhood program through Consulting Teacher services or Collaborative/Co-teaching services. The specially designed instruction provided in pull-out settings does **not** replace the instruction provided in the general education classroom or regular early childhood program.

Modified 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 instruction which is tied to the general education curriculum, but has been modified to meet the unique needs of the student(s) outside of the general education setting or regular early childhood program.

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.

Regular Early Childhood Program with Teacher holding Dual Endorsements: (i.e. , Endorsement 100 or 1001: Teacher – Prekindergarten through grade three, including special education). The child 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 prekindergarten 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 the dual endorsement is responsible for implementing and monitoring the child’s progress according to the IEP. The Clear Creek Amana School District’s regular early childhood program will implement the criteria of the Iowa Quality Preschool Program Standards.

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

Caseloads will be tentatively set in the spring for the following year. Caseloads may be modified based on summer registration and actual fall enrollments. Caseloads will be reviewed at least twice during the school year by individual district special education teachers with their building principal or special education coordinator.

Student Transitions

In order to ensure students successfully navigate yearly transitions between grade levels and buildings with the district and post-secondary, the following processes will be used:

Preschool to Kindergarten
● Preschool transition meetings occurring prior to the last day of preschool (April 1-May 30), as students are transitioning to school-aged IEP. These are IEP meetings that may include the entire IEP team (Parents, preschool special education teacher, kindergarten special education teacher, kindergarten teacher, administrator, AEA staff, other support staff necessary).
Grade 3 through Grade 5
● Annual Reviews that occur between April 1 and the end of the current school year must include a 3-5 special education teacher and the building principal. This review may serve as the transition meeting, unless the team agrees to a separate meeting. ● Informational transition meeting for students with an annual review date between the start of school and March 31 will occur in May. Participants must include current special education teacher, a 3-5 special education teacher and the building principal. The current special education teacher may or may not recommend inviting the parents to the informal transition meeting. If it is necessary to amend the IEP, an amendment can be made with or without (if all the team members agree) a meeting.
Grade 5 to Grade 6
● Annual Reviews that occur between April 1 and the end of the current school year, must include a middle school special education teacher and the middle school building principal. This review may serve as the transition meeting, unless the team agrees to a separate meeting. ● Informational transition meeting for students with an annual review date between the start of the school and March 31 will occur in May. Participants must include current special education teacher, a middle school special education teacher, and a middle school principal. The current special education teacher may or may not recommend inviting the parent to the informal transition meeting. If it is necessary to amend an IEP, an amendment can be made with or without (if all team members agree) a meeting.
Grade 8 to Grade 9
● Annual Reviews that occur between April 1 and the end of the current school year, must include a high school special education teacher and the high school building principal. This review may serve as the transition meeting, unless the team agrees to a separate meeting. ● Informational transition meeting for students with an annual review date between the start of the school and March 31 will occur in May. Participants must include current special education teacher, a high school special education teacher, and a high school principal. The current special education teacher may or may not recommend inviting the parent to the informal transition meeting. If it is necessary to amend an IEP, an amendment can be made with or without (if all team members agree) a meeting.
Grade 12 to Post-Secondary

- An eligible individual's IEP must address transition services upon the student's entry into high school. The IEP must include: postsecondary goals, education, employment, independent living skills, and transition services necessary to meet the goals.

- Whether an eligible individual is graduating with a diploma or has reached maximum age of eligibility, an exit IEP meeting is held with all members of the IEP team.

In determining special education caseloads, the Clear Creek Amana Community School District will use the following values to assign points to the programs for each eligible individual receiving an instructional program in the district. A full teacher caseload will be considered to be within a range of 35-55 total points for an early childhood instructor holding dual endorsements, and up to 55 points for elementary and secondary special education teachers.

1 point: Each IEP for which the teacher is responsible for IEP writing, IEP meetings, progress monitoring and reporting to parents.

1 point: Each student provided up to two hours per day of direct instruction by a special education teacher.

1.25 points: Each student provided between two and four hours per day of direct instruction by a special education teacher.

1.5 points: Each student provided more than four hours per day of direct instruction by a special education teacher.

.25 point: Each class a teacher co-teaches and collaborates in.

.25 point: Each class a teacher co-teaches and teaches students in.

.25 point: Each class a teacher co teaches and grades students in.

.25 point: Each class a teacher co-teaches and assesses students in.

1 point: Each student who has a paraprofessional assigned to

them in their IEP. **.25 point:** Each student who has a communication device

1 point: Each student who has a behavior intervention plan (BIP)

1 point: Less than one hour of time spent collaborating with other teachers, paraprofessionals and AEA support staff.

2 points: One to three hours of time spent collaborating with other teachers, paraprofessionals and AEA support staff.

4 points: More than three hours of time spent collaborating with other teachers, paraprofessionals and AEA support staff.

1 point: Each student on the teacher's roster that participates in the Iowa Alternate

Assessment **1 point:** Each student served off-site (i.e. hospital, homebound, etc.)

1 point: The teacher travels between two or more schools (including work

experience). **1 point:** The teacher provides specially designed instruction to

students not on their roster. **.5 point:** Each grade level that they currently support students in.

The Clear Creek Amana School District's Regular Early Childhood Program will implement the criteria of the Iowa Quality Preschool standards regarding maximum class size and teacher-child ratios.

Special Education Teacher Caseload Determination Worksheet

Teacher: _____ Building: _____

School Year: _____

1. How many IEP students are on your roster that you are currently serving? _____
2. List the number of students in each category below:
 - a. Up to 2 hours of SDI per day of direct instruction ____ x1.0 ____
 - b. Between two and four hours of SDI per day of direct instruction ____ x1.5 ____
 - c. More than four hours of SDI per day of direct instruction ____ x 2 ____
3. How many classes do you co-teach?
 - a. Collaborate ____ x.25 ____
 - b. Teaching ____ x.25 ____
 - c. Grading ____ x.25 ____
 - d. Assessing ____ x.25 ____
4. How many students on your roster have a 1:1 associate assigned to them in their IEP? _____
5. How many students have a communication device? ____ x.25 ____
6. How many students have a Behavior Intervention Plan? _____
7. How much time per week do you spend collaborating with teachers, associates, and AEA support staff for all of your students combined?
 - a. Less than one hour. ____ x 1 ____
 - b. Between one and three hours ____ x 2 ____
 - c. More than three hours ____ x 4 ____
8. How many students on your roster participate in the Iowa Alternate Assessment? ____ x 2 ____
9. How many students do you serve off-site (i.e. hospital, homebound, etc.)? _____
10. Do you travel between two buildings (including work experience)?

If yes, record one point.

11. Do you provide specially designed instruction for students not on your roster? _____

If yes, record one point.

12. How many grade levels do you currently support students in? _____

1 _____ x.5

2 _____ x.5

3 _____ x.5

4 _____ x.5

5 _____ x.5

6 _____ x.5

Total _____

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

Caseloads will be reviewed at least twice per year by individual LEA special education teachers with their building principal or special education coordinator. In addition to scheduled reviews, caseload will also be reviewed under the following circumstances:

- When a specified caseload is exceeded. If the caseload limit is or will be exceeding 10% for a period of 6 weeks, then a review may be requested in writing.
- When a teacher has a concern about his or her ability to effectively perform the essential functions of his or her job due to caseload.

Process for Caseload Review

Submit Concern to Building Level

When there is a concern about caseload, the teacher shall submit the concern in writing to the building principal.

Building Level Meeting

The principal will arrange a building level meeting within five working days of the receipt of caseload concern form. The building level team will include the principal, special education teachers, and AEA support staff. The building level team will review the special education teacher's caseload concern, gather additional information as necessary, review the considerations below, and determine a plan of action.

Submit Concern to District Level

If a teacher is still concerned after the building level team meeting, the teacher has five working days to submit a written request to the Director of Special Services for a district level meeting.

District Level Meeting

The Director of Special Services will arrange a district level meeting within ten working days. The

district level team will include the building level team, Director of Special Services, Superintendent, and Grant Wood AEA Regional Administrator. The district level team will review the special education teacher's caseload concern, gather additional information as necessary, review the considerations below, and review the building level plan of action. A decision will be made and submitted in writing five working days to continue the building level plan, or to revise/rewrite the plan of action.

Considerations

The following factors may be considered when determining

reasonable caseloads: • Number of eligible individuals (IEPs)

- Caseload points
- Number of lesson plan preparations
- Intensity of service of IEPs
- Age span/grade span
- Time needed for collaborations and the number of collaborations needed
- Amount of direct instructional contact with students
- Supervision and planning related to paraeducators
- Of time and assignment of paraeducators
- Staff to student ratio
- Duties (i.e. recess, lunch)
- Room Space
- Teacher Full Time Equivalency (FTE)

Adjusted Caseload Status

If Clear Creek Amana School District is exceeding the limits specified in this plan, it may ask the AEA Special Education Director 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 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.

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 Clear Creek Amana Community School District will examine district State Performance Plan/Annual Progress Report (SPP/APR) goals through the delivery systems listed below to determine the effectiveness of the delivery systems.

Individual: Individual student progress monitoring on IEP goals will be reviewed and discussed on a regular and on-going basis (at least once every six weeks) 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 general education, Response to Intervention (RTI) or special education are indicated.

School: Aggregated by School and District: Each school in the district will review student progress monitoring, formative, or summative evaluations every six to eight weeks. The IEP subgroup performance in both reading and math will be reviewed and discussed by building level teams which will include both general and special education teachers. Subgroup achievement, growth, and the achievement gap will be included as items for discussion and planning. Schools with a subgroup achievement gap; thus, impeding progress toward meeting the district SPP/APR requirements, will develop a school-based plan to close the gap by grade level in each school. These plans will be monitored at the school every semester and at the district level at the end of each school year. 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.

District: Disaggregated by School Levels: At the district level, IEP subgroup data for each school, along with the plans as described above, will be reviewed on an annual basis (June) by the district's leadership team. IEP student data will also be disaggregated and examined by school level (elementary, middle, high). In addition, the district will examine their SPP/APR data to determine priorities and develop an action plan as needed. If the district meets SPP/APR requirements, both procedural and performance, the delivery system will be considered effective. If the district does not meet requirements, the district will work in collaboration with the State and AEA.

Appendix

Checklist for Transition	Yes	No
Informal transition meetings have taken place for all IEP students with an annual review between the start of the school year and March 31 with representation from the next year's building.		
Representation from the next year's building is present at the Annual Review for all IEP students with an annual review date between May 1 and the end of the current school year.		
For any student transitioning to a new building the next school year, a representative from the students' future building must collaborate when developing new IEP goals and progress monitoring procedures. The transition form information will be shared with each receiving building special education team.		
An Exit IEP meeting has taken place for any student graduating with a diploma or has reached maximum age of eligibility.		