



North Scott Community School District

***SPECIAL EDUCATION
INSTRUCTIONAL SERVICE
DELIVERY PLAN***

Approval Date August 18, 2025

North Scott Community Schools | 251 E. Iowa Street Eldridge, IA 52748 | www.north-scott.k12.ia.us

CONTINUOUS NOTICE OF NONDISCRIMINATION

It is the policy of the North Scott Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact Erin Paysenf, Equity Coordinator, 308 N. Main Street, Donahue, IA 52746. Telephone: 563-282-9627

At its regular meeting on Monday, February 10, 2020, the North Scott Community Schools Board of Education approved the motion to implement the Special Education Instructional Service Delivery Plan that was developed by a committee comprised of the following individuals:

- Ashley Badtram - Parent
- Ashley Rentmeester – Special Education Teacher
- Aaron Schwartz - High School Assistant Principal
- Eric Heiting – Special Education Teacher
- Erin Paysen – Elementary Principal
- Heather Shults – Director of Student Services
- Keesha Frahm – Parent
- Kelsey Bower – Special Education Teacher
- Marta Segovia - Parent
- Meagan Beal - Parent
- Patrick Judkins – AEA Representative
- Sara Power - Parent
- Stephanie Fahrenkrog - Junior High Assistant Principal
- Theresa O'Neill – AEA Representative
- Whitney Wiebenga – Special Education Teacher

In accordance with the state's guidance for the development of the special education instructional service delivery plan, the appointed committee met to address a set of five questions and to provide district assurances to support the implementation and delivery of the plan.

Question 1

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, special education aide and at least one representative of the area education agency (AEA).

Further, the committee collaborated through Google docs to review and update North Scott's current special education instructional service delivery plan developed in February of 2020.

The plan was reviewed by the school board on May 27, 2025 and the approval took place by Board action on August 18, 2025.

Question 2

Examples of Continuum of Services: How will services be organized and provided to eligible individuals?

Example of Services Provided in an Individualized Education Program (IEP)

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 teachers and monitoring the student's progress. (ie. Student has a reading goal and *consultative services for speech*)

General education with consultation and accommodations: The student is served in the general education classroom or regular early childhood program with consultation and support with accommodation implementation from the special education teachers. The general education teacher is responsible for direct instruction, testing, 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. (ie. Student has a reading goal and *special education teacher assists general education teacher in implementing student's text to speech accommodation*)

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 or regular early childhood program setting. The special education teacher support may include assisting the general education teacher or support service provider or paraprofessional with the design and preparation of materials, adaptations and accommodations. The special education teacher, support service provider, or paraprofessional will be in the general education or program classroom to provide instructional support or other assistance to the student or group of students. The special education teacher/service provider is responsible for monitoring the student's progress on IEP goals. (ie. Student has a reading goal and *during class the paraprofessional assists the student with his/her assistive technology*)

General education with direct special education instruction and support in the general education classroom: The student receives special education instruction and support for the general education curriculum in the general education or regular early childhood program setting. The special education teacher or support service provider will be in the general education or program classroom to provide direct instruction, instructional support, or other assistance to the student or group of students, through models such as collaborative or co-teaching. The special education teacher/service provider is responsible for monitoring the student's progress on IEP goals. (ie. Student has a reading goal and *special education teacher provides instruction that promotes access to the general curriculum by designing instruction/support specifically for the student in the general education setting*)

General education with direct special education instruction and support in the special education setting: The student receives special education instruction and support for the general education curriculum in the special education setting.. The special education teacher or support service provider will provide direct instruction, instructional support, or other assistance to the student or group of students through specially designed instruction. When the services cannot be appropriately provided in the general education or program setting, the student may receive selected services or all services he/she needs in a separate educational setting (including, but not limited to special classes or early childhood special education program, special schools, home instruction, and instruction in hospitals and institutions). Students may receive different services at multiple points along the continuum based on the 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 to 21. The special education teacher/service provider is responsible for monitoring the student's progress on IEP goals. (ie. Student has a reading goal and *special education teacher provides instruction that promotes access to the general curriculum by designing*

instruction/support specifically for the student to be delivered in the special education setting)

Alternate curriculum with direct special education instruction and support in the special education setting: The student receives special education instruction and support for an alternate curriculum in the special education setting. The special education teacher or support service provider will provide direct instruction, instructional support, or other assistance to the student or group of students through specially designed instruction. The student may receive selected services or all services he/she needs in a separate educational setting (including, but not limited to special classes or early childhood special education program, special schools, home instruction, and instruction in hospitals and institutions). Students may receive different services at multiple points along the continuum based on the 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 to 21. The special education teacher/service provider is responsible for monitoring the student's progress on IEP goals.

Regular Early Childhood Program with Teacher holding Dual Endorsements:

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.

NOTES:

- 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 to 21.
- Early childhood services are provided in a regular early childhood program (less than 50% of the children with disabilities) supported by appropriately licensed early childhood regular and special education teachers. The district's early childhood program operates according to the Iowa Quality Preschool Program Standards (IQPPS), and those standards will be maintained regarding maximum class size and teacher-child ratios.

Question 3

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

Caseload Determination

Caseloads will be determined in the spring for the upcoming school year. Building principals will collaborate with special education departments to strategically balance teacher caseloads and teaching responsibilities, taking into account the identified needs of students. Upon returning in the fall, teachers will complete a fall caseload determination Google Form by October 1st. The responses will be compiled in a spreadsheet, which will then be reviewed by a district Caseload Review Committee consisting of special education teachers, building principals, AEA staff, and the Director of Student Services. This committee will use the data, aligned with the state weighting formula, to calculate a caseload value for each teacher. This value will be compared to that of a regular education classroom with a hope of not exceeding 28 points. If a value exceeds 28 points, unique considerations will be taken into account in determining the reasonableness of the teacher's responsibilities.

This process will be repeated in the second semester. Special education teachers will complete a winter caseload determination Google Form by February 15th. The Caseload Review Committee will use the data, aligned with the state weighting formula, to calculate a caseload value for each teacher. This value will be compared to that of a regular education classroom with a hope of not exceeding 28 points. If a value exceeds 28 points, unique considerations will be taken into account in determining the reasonableness of the teacher's responsibilities. The winter form will also be used to assist in determining special education teacher needs in each building for the upcoming school year.

[North Scott Special Education Caseload Determination Forms](#)

Question 4

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

Resolving Caseload Concerns

Throughout the entire school year, if there is concern about the reasonableness of any individual teacher's responsibilities, they will be instructed to first fill out the caseload determination form an additional time and then meet to discuss the factors such as schedules, services, point values, or other factors that might come into play. This information will help the teacher, the building administrator, the Director of Student Services, and possibly other special education teachers within the district or AEA representatives to determine what recommendation to make to the superintendent.

In addition to ad hoc meetings to discuss individual caseload concerns, a district caseload review committee will be comprised of Director of Student Services, building administrators, district special education teachers, and an AEA representative will meet at least annually to look at:

- IEP rosters
- Student schedules and/or instructional groupings
- Collaborative and/or co-teaching assignments
- Special student concerns

Based upon the information presented and the ensuing discussion, the caseload review team will make recommendations for addressing the caseloads for the current time and the upcoming school year.

Question 5

How will the delivery system for eligible individuals meet the targets identified in the state's performance plan and the Local Education Agency (LEA) determination as assigned by the state? What process will be used to evaluate the effectiveness of the delivery system for eligible individuals?

The district will examine their state performance plan (SPP) and/or their annual progress report (APR) data to determine priorities and to develop any subsequent action plans. If the district meets the SPP/APR requirements, the delivery system will be considered effective. If the district does not meet those requirements, the district will work in collaboration with the state and AEA officials to rectify the concerns.

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 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 and instruction to be provided, and the severity of the educational needs of the eligible individuals served.
- ☐ The district assures the school board has approved the development of the plan for creating a system for delivering specially designed instructional services.
- ☐ 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 instructional service delivery plan for implementation.