

## Colo-NESCO Special Education Service Delivery Plan

Administrative Rule 41.408(2)c(1) Before initiating the development of the delivery system, the LEA board shall approve such action and the LEA personnel and parents who will participate in the development of the alternative.

Board Approved DDSDP on May 15, 2023.

Administrative Rule 41.408(2): The delivery system shall be developed by a group of individuals that includes parents of eligible individuals, special education and general education teachers, administrators, and at least one AEA representative.

### Individuals participating:

Marc Snaveley	Superintendent/Elementary Principal
Brandon Kelley	Secondary Principal
Dr. Kody Asmus	Director of School Improvement & Director of Special Education

Beth Dedic	AEA Representative
Nicole Healy	AEA Representative
Kelly Lindemeier	AEA Representative
Elizabeth Chapman	AEA Representative
Kristin Orton	AEA Regional Director

Rodney Hesterberg	Special Education Teacher (9th-12th Grade)
Karissa Rempe	Special Education Teacher (5th-8th Grade)
Massey McGee	Special Education Teacher (K-4th Grade)
Breann Perisho	Preschool & Special Education Teacher (PK-4th Grade)
Pam Niemeyer	Preschool & Special Education Teacher
Amanda Breer	Preschool & Special Education Teacher
Lisa Riese	1st Grade Teacher/Librarian
Katy McKinney	School Board Member
Tara Hill	Associate (Zearing)/Parent
Jamie Vink	Associate (Zearing)/Parent
Dawn Short	Parent
Melissa Upchurch	Parent

This committee met in person in Colo from 3:30 p.m.-5:30 p.m. on Thursday, March 23rd and Monday, March 27th.

*The District notified the public that the Special Education District Plan was available for review through the use of the Colo-NESCO School district website and mass email through JMC.*

*The Special Education District Plan was available for public viewing through posting at the Administrative Office, the Elementary Building, and Middle/High School Building. In addition, the District plan was available on the Colo-NESCO Community School website.*

*The notice was available from April 10th-May 10th. Comments were encouraged through the use of email and/or phone calls.*

**Philosophy:** Students will be served in the most appropriate, least restrictive environment, as determined by school personnel, parents/guardians, and other related support services, to assist students in becoming life-long learners and contributing members of society.

**Beliefs:**

- We believe that all students will learn.
- We believe that students will have optimal opportunities to learn.
- We believe that parents and school will work in partnership for the betterment of the student.
- We believe students learn best through encouragement and positive reinforcement.

## **District Special Education Service Delivery Plan Assurances**

*We assure that the school district will:*

Provide a free and appropriate public education to individuals who require special education between birth and the age of 21 (and beyond 21 in accordance with the Iowa Code)

Not compromise Least Restrictive Environment (LRE) provisions

Not compromise full educational opportunity to individuals requiring special education

Provide a continuum of instructional services and placements to meet the needs of students requiring special education

Support the provision of instructional services to each student in accord with his or her Individualized Education Program (IEP)

Not compromise the procedural safeguards or due process afforded students and their parents/guardians

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 setting 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 the general education teachers.

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 service delivery plan for implementation.

## **Part I - Organization and Delivery of Services**

A variety of services are provided to students:

<u>Program/ Services</u>	<u>Grade Level</u>
Pre-School Programming	Age 3-5 at Colo-NESCO
ELP (Talented and Gifted)	Elementary
Title 1	Grade K-12
Mentoring Program	Math K-6 and Reading K-4
Special Education Services	Grade K-12
	PK-12

Colo-NESCO Schools expect all learning to tie into our student achievement goals. The district assigns the primary responsibility of this task to the classroom teacher. When additional assistance is needed, a support system known as the Building Assistance Team (BAT) is available. The Multi-tiered Systems of Support (MTSS) Model will be explored as a strategy to use when planning interventions.

### Building Assistance Team (BAT):

The BAT provides a process for addressing concerns about academic progress and/or behavior and developing interventions. Each building has a BAT team unique to the dynamics and needs of the students attending the site. After the interventions have been tried in the classrooms, the following process would be implemented:

Step 1: Referral made by parent, teacher, student or other concerned individual.

Step 2: A meeting is scheduled and the classroom teacher invites parents to the planned meeting.

Step 3: The team, which includes parents, any teachers involved with the student, other professional personnel, and the student, meet to discuss concerns. A short-term intervention plan is then designed (approximately 6-8 weeks).

Step 4: After the plan has been implemented and sufficient data has been collected, the team reconvenes to evaluate progress and make decisions on future action. Further action may include terminating or revising the intervention, and involving additional professionals, such as AEA team members, for further data collection and problem identification.

The BAT Team will consider the possible need of Special Education Evaluation if:

- The BAT team feels that general education interventions have not sufficiently met the student's needs.
- Interventions have been successful but the resources needed to maintain that success may be greater than general education resources are able to provide on a consistent basis.

If at any point, the data would suggest suspicion of a disability, the team will work directly with the appropriate AEA team members to work through the disability suspect process outlined in the AEA Special Education Procedures.

## **Continuum of Special Education Services**

**Education with Consultation.** The student is served in the general education classroom or regular early childhood program with minimal 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 according to the IEP.

**General Education with consultation / 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, testing, grading and behavioral management as specified in the IEP. The special education teacher's 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. The special education teacher, support service provider, or trained paraprofessional will be in the general education classroom or regular early childhood program to provide direct instruction, instructional support, or other assistance to the student or a 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.

**Regular Early Childhood Program with Teacher holding Dual Endorsements (i.e. Ed 100).** 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.

**General Education with direct special education support outside the general education classroom.** The student receives special education support for the general education curriculum outside the general education or regular early childhood program setting. When the services cannot be appropriately provided in the general education or early childhood program setting, the student may receive selected services or all services he/she needs in a separate educational setting (including, but not limited to early childhood special education program, special class, special schools, home instruction, and instruction in hospitals and institutions). The special education teacher/ service provider is responsible for monitoring the student's progress on IEP goals.

Note:

- 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.
- Regular Early Childhood Program – less than 50 percent children with disabilities
- Early Childhood Special Education Program – More than 50 percent of children with disabilities

## **Part II: Special Education Teacher Caseloads**

Accommodations and modifications to the general education environment and programs will be provided through the instructional program. These accommodations and modifications may include: modification and adaptation of curriculum, instructional techniques and strategies, and instructional materials. Specially designed instruction and related activities will be provided through collaborative efforts of special education and general education teachers.

### **Caseload Determination**

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 and/or special education director.

In addition to scheduled reviews, caseload will also be reviewed under the following circumstances:

- When specified caseload is exceeded. If the caseload limit is or will be exceeded by 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.

In determining teacher caseloads, the Colo-NESCO Community School District will use the following values to assign points to the programs of each eligible individual receiving a Special Education instructional program in the district.

A teacher may be assigned a caseload with no more than 70 total points. This caseload limit may be exceeded by no more than 10% for a period of no more than six 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 IEP. If exceeded by that amount, then the initial strategy will be to add a general program paraprofessional. An additional strategy may be to hire a part-time or full time special education teacher.

Write the points earned on each component. Add the points for the total points.

[illegible]

## **Curriculum**

**Zero Points:** Student is functioning in the general education curriculum at a level similar to peers

**One Point:** Student requires some accommodations to the general education curriculum

Examples:

*simple visual cue/strip (one item/one time)*

*preferential seating*

*teacher check-ins (1-2 times/day)*

*directions repeated/provided in writing*

*reading a test/testing accommodations*

**Two Points:** Student requires some modifications to the general education curriculum

Examples:

*work chunked into smaller portions*

*frequent teacher check-ins*

*taking turns reading/writing content for student*

*picture schedules/visual supports that require ongoing/daily teacher involvement*

**Three Points:** Student requires significant modifications to the grade level curriculum. Alternate assessment is used to measure progress.

Examples:

*5+ accommodations/modifications and daily teacher support*

*modifications of tests (reducing number of responses, long term projects,*

*modifying work sheets- only do the even numbered or the ones highlighted*

*alternate assessment*

## **IEP Goals**

**Zero Points:** Student has IEP goals instructed by another teacher or service provider.

**One Point:** Student has 1-2 IEP goals.

**Two Points:** Student has 3 IEP goals.

**Three Points:** Student has 4 or more IEP goals.

## **Specially Designed Instruction**

**Zero Points:** Student requires no specially designed instruction.

**One Point:** 25% or less of instruction is specially designed and / or delivered by special



education personnel.

**Two Points:** 26-75% of instruction is specially designed and/or delivered by special education personnel.

**Three Points:** 76-100% of instruction is specially designed and/or delivered by special education personnel.

### **Joint Planning and Consultation**

**Zero Points:** Joint planning is provided that is typical for all students.

**One Point:** Special education teachers conduct joint planning with one general education teacher or service provider over the course of each month.

*Student has one goal area and the goal area only impacts one teacher (generally in elementary with a home room teacher or at higher levels when it is a math goal and only impacts math and possibly science teacher).*

**Two Points:** Special education teachers conduct joint planning with 2-3 general education teachers and/or AEA service providers (i.e. SLP, OT, PT, TDHH) over the course of each month.

*Could be one goal that impacts various teachers/content classes or multiple goals that require talking to various teachers about how to support student learning in their classroom.*

**Three Points:** Special education teacher conducts joint planning with more than 3 general education teachers and/or service providers (Social Worker, School Psychologist, Education Consultant, SLP, OT, PT, etc.) over the course of each month.

*Should be 3 points for ALL kids with a behavior plan (prevention/response strategies) as the behaviors occur across all settings and teachers (specials).*

### **Paraprofessional Support**

**Zero Points:** Individual paraprofessional support needed is similar to peers.

**One Point:** Paraprofessional support from an adult is needed for 25% or less of the school day.

**Two Points:** Paraprofessional support from an adult is needed for 26% to 75% of the school day.

**Three Points:** Paraprofessional support from an adult is needed for 76% to 100% of the school day.

**Four Points:** Student requires more than one adult providing paraprofessional support for the majority of the school day.

## **Assistive Technology**

**Zero Points:** Assistive technology use is similar to peers.

**One Point:** Assistive technology requires limited teacher provided individualization or training for student.

*visual cues/schedules*

*iPad- reinforcer, math game/reading game*

*low-tech communication/core board*

**Two Points:** Assistive technology requires extensive teacher-provided individualization and/or training for the student.

*PODDs and/or PECs*

*voice to text, math or reading apps not provided to all students but once on chrome book and taught require no additional teacher support*

*not available to ALL students*

**Three Points:** Assistive technology requires extensive teacher provided individualization and/or training for the student. Significant maintenance and or upgrades for continued effective use.

*continuous changes and supports for a student (eye gaze machines, various physical supports, etc.*

*Mid to high-tech dedicated device for communication- requiring more intentional adult support for updates/maintenance*

## **FBA / BIP (Behavior Intervention Plan)**

**Zero Points:** Student requires no FBA or BIP.

**One Point:** Student has a BIP for low intensity behavior or adaptive behavior such as organization, using class time productively, self-advocacy.

*minimal prevention/response strategies*

*check-in/out type of behavior management*

**Two Points:** Student has a BIP for medium intensity behavior such as verbal/physical disruption in the classroom, refusal, leaving the classroom/learning environment.

*more involved prevention and response strategies*

*daily reinforcement/point sheet*

*visual schedules/token economy*

*behaviors may include elopement and minor physical disruption (tearing up papers, breaking a pencil, hiding under a desk, refusal, etc.).*

*Requires the use of body positioning and/or time out in the special education setting, blocking egress to prevent elopement*

**Three Points:** The student's BIP includes a safety plan requiring adults with CPI training. Requires more than four hours per month for assessing, planning, data collection, and communication with others.

*behaviors including physical disruption (throwing materials, flipping desks/tables, tearing things off the wall, etc.), physical aggression toward self or others, elopement that often is out of building or off school grounds*  
*self-injurious behavior*  
*major property destruction (breaking windows, throwing/breaking computers, etc.).*  
*may require CPI escort/restraint*  
*May require use of a time out room with pressure release lock*  
*CPI trained staff and Chapter 103 training*

#### Other

\*\* Teachers add one point for each IEP goal they serve for students not on your roster.

### **Part III: Procedures for Resolving Concerns about Caseload**

When a teacher's caseload prevents students IEPs from being fully implemented and a concern has been identified, a team appointed by the Superintendent will conduct a review of the teacher's caseload. That team will be comprised of an administrator, a special education teacher, and a member of the Heartland AEA staff.

**Teacher caseloads will be reviewed at least twice per year by individual LEA special education teachers with their building principal.**

In addition to scheduled reviews, caseload will also be reviewed under the following circumstances:

- When specified caseload is exceeded. If the caseload limit is or will be exceeded by 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.

#### **Requesting a Caseload Review**

- All requests must be in writing.
- Requests should initially be given to an individual's principal.
- A committee will be appointed annually to serve as a review team in collaboration with the building principal (4 teachers, a building administrator, and an AEA representative).
- The person requesting the review is responsible for gathering relevant information to support their request. This information might include, but is not limited to:
  - IEP's
  - Schedule and instructional groupings
  - Collaborative/co-teaching assignments
  - Number of buildings

### **Procedural Steps**

1. The special education teacher will collaborate with a member of the Heartland AEA staff in an attempt to generate resolutions to the concern. Informal problem-solving

strategies in relation to caseload concerns have been exhausted.

2. A written request for caseload review is submitted by the special education teacher to the principal.
3. Within three working days of the submitted request, the request is reviewed for clarification with the principal. The principal tries to resolve the concern at this point.
4. If the caseload concerns cannot be satisfactorily resolved, the request is then sent to the caseload committee.
5. Within eight working days of the submitted request, the caseload committee will review the request and give a written recommendation to the individual's principal/supervisor and the superintendent.
6. Within five working days, the principal and/or superintendent reviews the recommendation of the team, determines appropriate action, and will meet with the individual and provide a written determination.
7. If the person requesting the review does not agree with the determination, he or she may appeal to the AEA Director of Special Education.
8. The AEA director/designee will meet with the personnel involved and will provide a written decision.

#### **Part IV Process for Evaluating Effectiveness**

The local team, consisting of those who helped develop this plan will meet annually (or more often as necessary) to review the plan. If needed, propose improvements and solutions to problems will be proposed. The evaluation of the special education delivery system will examine the accomplishments of learner outcomes supporting the provisions of instructional services to each student in accord with his or her IEP. The district will examine their SPP/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 requirements, the district will work in collaboration with the State and AEA. The feedback and evaluation does not reflect a reduced commitment to individuals requiring special education in an effort to resolve deficits in the district's special education.

Maureen Smavelly  
Superintendent

Colo - NESCO  
District

May 22, 2023  
Date