

District Developed Special Education Service Delivery Plan  
North Mahaska Community School District  
Updated December 2023

The Iowa Administrative Rules of Special Education require each school district to develop a plan for the delivery of special education services. Districts must make the plan available for public comment. If you have comments that you wish to be considered before this plan is finalized, please submit those comments to:

Tim Veiseth, North Mahaska School, PO Box 89, New Sharon, IA 50207 Or call at 641-637-4187

**1. What was the process used to develop the delivery system for eligible individuals?**

The delivery system was developed per Iowa Administrative Code rule 41.408(2)"c". The group of individuals who developed the system included parents of eligible individuals, special education teachers/ESCE, general education teachers, administrators, and at least one representative of the AEA.

**2. How will service be organized and provided to eligible individuals?**

## Continuum of Services

**Consulting Teacher Services:** Consulting Teacher services are defined as indirect services provided by a certified special education teacher/early childhood special education teacher(ESCE) 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 non-disabled students. These services are provided by the special education teacher/ESCE 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, divide the class, and provide the instruction to smaller groups, or teachers co-plan and then co-instruct different components of the content. The effectiveness of services provided through co-teaching has a strong research base.

**Collaborative Services:** Collaborative 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/ESCE in a general education classroom that aids the student(s) in accessing 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/ESCE 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 supplement the instruction provided in the general education classroom.

**Special Classes:** 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/ESCE to provide instruction that 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.

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 agreements with other districts and/or agencies.
- The continuum includes services for eligible individuals ages 3-21.
- Early childhood education classrooms will follow the standards of Quality Preschool Programming (QPPS) for class size.

### **3. How will caseloads of special education teachers/ESCE be determined and regularly monitored?**

#### **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/ESCE with their building principal and/or special education coordinator.

In determining special education teacher/ESCE caseloads, the North Mahaska Community School District will use the following values to assign points to the caseloads of each teacher in the district. A “full” teacher caseload will be considered to be 50 total points. If the teacher’s caseload exceeds 50 points, the teacher and the principal will meet to discuss whether the teacher is able to provide the services and supports specified in his or her students’ IEPs. If the teacher is able to do so, no further action is needed. If the teacher is unable to provide the services and support specified in his or her students’ IEPs, a plan of action will be developed. If the teacher is not satisfied that the plan of action will meet the requirements of his or her students’ IEPs the teacher may initiate the process for resolving caseload concerns that is described in this plan.

- A teacher may be assigned a caseload up to 50 total points.
  - 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 the teacher.
  - 1.25 Points: Each student provided between two and five hours per day of direct instruction by the teacher
  - 1.5 Points: Each student provided more than five hours per day of direct instruction by the teacher
  - 0.25 Points Each student who will have a three-year evaluation during the current year

- 1 Point: Each student for whom the teacher plans and supervises work experience
- 1 Point: Each teacher with whom the special education teacher/ESCE co-teaches
- 1 Point: Each student who is dependent on an adult for physical needs
- 1 Point: Each student who has a behavior intervention plan (BIP)
- 1 Point: Each paraprofessional with whom the special education teacher/ESCE collaborates
- .5 Points Each regular classroom teacher with whom the special education teacher/ESCE collaborates Teachers will log the time spent in collaboration with regular classroom teachers.
- 1 Point: Each student served off-site (e.g., hospital, homebound, general education preschool, etc.)

Early childhood education classrooms will follow the standards of Quality Preschool Programming Services (QPPS) for class size.

### Caseload

1. How many IEP students are on your roster? \_\_\_\_\_
  
2. List the number of students in each category below:
  - A. Up to 2 hours per day of direct instruction \_\_\_\_\_
  - B. Between 2 and 5 hours per day of direct instruction \_\_\_\_\_ x 1.25 \_\_\_\_\_
  - C. More than 5 hours per day of direct instruction \_\_\_\_\_ x 1.50 \_\_\_\_\_
  
3. How many students on your roster will have a 3-yr re-evaluation? \_\_\_\_\_ x 0.25 \_\_\_\_\_
  
4. For how many roster students will you be planning and supervising work experience? \_\_\_\_\_
  
5. With how many teachers do you co-teach? \_\_\_\_\_
  
6. How many students on your roster are dependent upon an adult for their physical needs? \_\_\_\_\_
  
7. How many students are on a BIP? \_\_\_\_\_
  
8. With how many associates do you collaborate? \_\_\_\_\_
  
9. With how many teachers do you collaborate? \_\_\_\_\_
  - A. Teachers will log the time spent in collaboration with regular classroom teachers
  
10. How many students do you serve off-site? \_\_\_\_\_
  - A. (E.g., hospitalized, homebound, in general education preschools, etc.)

Total Score \_\_\_\_\_

#### **4. What procedures will a special education teacher/ESCE use to resolve caseload concerns?**

### **Resolving Caseload Concerns**

A scheduled review of teacher caseloads will be conducted by the building principal as follows:

1. At the beginning of the school year;
2. By December 15; and
3. By May 15 to plan for the following school year

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 consist of a building administrator, and if requested, a union rep or additional Special Education teacher may be present.

- Level 1: Special Education Teacher and Building Administrator
- Level 2: CAT team with union rep or additional Special Education teacher
- Level 3: If a resolution can't be resolved, an AEA designee can be asked to mediate the caseload.

The CAT will make recommendations as to whether there is a need for adjustments to a teacher's schedule or roster.

#### **REQUESTING A CASELOAD REVIEW**

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

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 review with the Special Education teacher within 5 working days. A resolution and written decision must be made available to the teacher within 5 days after the CAT meeting.

#### **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 the eligible individuals?**

The district will examine its SPP/APR data to determine priorities and develop an action plan. If the district meets SPR/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.

**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/ESCE and general education classroom.
3. The provision of specially designed instruction on a limited basis by a special education teacher/ESCE 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 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/ESCE, 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.