

Council Bluffs Community School District
District Developed Special Education Service Delivery Plan (DDSDP)

BOE Approved - February 25, 2020

Question 1: What process was used to develop the special education 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 Area Education Agency representatives.

Review Committee Members:

Pre-School : Karen Gnam, Tracy Frush

Elementary

Special Education Teachers: Angie Anderson, Nicole Haffner, Jennifer Fulks

General Education Teachers: Jordan Preston, Alison Smith

Building Administrators: Amy Glime, Doreen Knuth, Jerri Larson, Casey Moran

Secondary

Special Education Teachers: Joplyn Cannon, Gina Durfee, Teresa Godwin, Kara Roberts, MaryMcGlade, Nicole McGlade

General Education Teachers: Nicole Vetter, Denise Talbott, Melissa Byington

Building Administrators: Bridgette Bellows, Joanna Letz, Mike Naughton, Zach Pope, Jeremy Stukenholtz

K-12 Special Education Behavior Consultants: Cassie Benak, Jill Kreikemeier

Pre-K-12 District Special Education Parent Advisory Committee: Destiny Summer-Byers, Jennifer Davis, Rhonda Haitz, Amy Hanson, Jennifer Kohn, Misty Kuiper, Nicole Ossman, Staci Ring, LeAnn Stark

District Pre-K-12 AEA: Todd Reznicek, Ellen Dosen

District Special Education Core Leadership Team: Glenn Fortmayer, Chad Bartlett,
Lori Durand, Betsy Babbitt, Dawn Bonsall, Carrie O'Donnell-Brink

Description of how the plan will be communicated to others:

- IEP team discussions
- Presented to teachers, administrators, and staff through regular professional development
- Distribute brochure to parents or other interested parties
- Include on the district webpage

Additional Information:

- Professional development with general and special education staff focuses on maintaining rigorous curriculum aligned to the Iowa Academic Standards or Iowa Early Learning Standards for Preschool
- Students with IEPs participate in district assessments the same as non-IEP peers to evaluate grade level progress aligned to the Iowa Core unless identified as participating in Alternate Assessment on the IEP
- Service delivery descriptions and actual services are based on student need as determined by data collection and analysis, including progress monitoring data
- Schools have created a culture of accommodation and inclusion and continuously strive to increase the number of students with disabilities participating in mainstreaming or inclusion through the following:
 - PowerSchool notification (“Green Book”) listing instructional and testing accommodations
 - Staff participation in team meetings and PLCs focusing on student performance
 - Professional development on differentiating instruction for students with special needs
 - Include general education teachers in the development of IEPs

Question 2: How will services be organized and provided to eligible individuals?

Services for all eligible students are determined by the IEP team, which includes the parent(s), student when appropriate, general and special education teachers, local education agency representative (LEA) and other support staff as needed. Services are provided along a continuum based on the least restrictive environment (LRE) for each student.

Services and Organization 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. Within the continuum listed below, the Early Childhood Special Education Services (ages 2 years, 9 months to 5 years) are provided in the district preschool programs which meet one of the following:

- Iowa Quality Preschool Program Standards (IQPPS)

- National Association for the Education of Young Children (NAEYC)
- Head Start Standards
- Iowa Quality Rating Standards (QRS)

Continuum of Service:

Collaboration Service Direct, intermittent service is provided by the special education teacher in the general education classroom based on student IEPs. Co-planning between general and special education teachers on delivery, instruction, assessment, and curriculum accommodations occurs as needed based on student IEP. General education teachers are responsible for professional duties and following student accommodations on a daily basis; special education teachers may provide services on a periodic basis. Students with IEPs have accommodations, and progress monitoring of goals is the responsibility of the special education teacher.

Co-Teaching in General Education Classrooms (Grades 6-12) General and special education teachers in partnership have direct daily joint responsibilities in the classroom. Both the special education and general education teachers are responsible for planning the implementation of accommodations and curriculum changes as needed for each student with an IEP. Students with IEPs have accommodations, and progress monitoring of goals is the responsibility of the special education teacher.

Dual Endorsed Integrated Special Education Programs in General Education Classrooms (Grades Pre-K) Direct services are provided by a teacher who is dual endorsed in special education and general education in these $\frac{3}{4}$ day settings. Curriculum modifications and accommodations are made as needed based on student IEPs. Up to 50% of the students in the classroom can receive specially designed instruction. Progress monitoring of the IEP goals is the responsibility of this same teacher.

Pullout Content Classes The student receives support for the general education curriculum in a separate classroom for students with IEPs. When services cannot be delivered in the general education class, the student will receive some or all services in a separate educational setting. These services can include, but are not limited to, special classes, special schools, home instruction and instruction in hospitals and other outside agencies. The special education teacher/service provider is responsible for monitoring the student's progress on IEP goals as determined by the IEP team. This service can include the following classes:

- Pull-out content classes in math, reading, and language arts (K-12)
- Pull-out content classes in science and social studies (9-12)

In-District Specialized Programs These programs are designed for students who have more intense needs in areas of instruction and social-emotional learning with a smaller class size, and a smaller adult/student ratio. Students participating in In-District Specialized Programs are both placed and may be integrated into another program at a regular education building or in the general education setting for part of the school day per IEP team decisions. Current programs include:

- Autism Program
- Behavior Support Program
- Extended Learning Program
- Therapeutic Learning Program
- Specialized Preschool Program
- Elementary Transitions Program
- Kaneshville Alternative Programs- Middle School Transitions, High School Passages

Out of District Specialized Programs These programs are designed for students who have more intense needs in areas of instruction, class size, and adult/student ratio than what can be provided by In-District Special Programs. Students in Out of District Specialized Programs are both placed and may be integrated into an In-District Special Program or into a regular school building setting for all or part of the school day as decided by the IEP team. These programs are not under district control and students may not be accepted for placement or may be placed on a waiting list depending on the decisions made by the host organization's administrators. The following list of providers is not all inclusive and subject to change.

- Children's Square USA
- Heartland Therapeutic Council Bluffs
- Heartland Omaha
- One Oak
- Boys Town
- Alpha
- Iowa School for the Deaf
- Ameriserve
- Crossroads
- Apex
- Uta Halee
- Daybreak

Homebound Students receive district special education services provided through Homebound support based on IEP team decisions. Students may receive Homebound services for a variety of needs including but not limited to physical health, behavior, and/or mental health. Homebound services are provided by a licensed teacher and special education supports listed in the IEP are provided. IEPs

may be modified by the IEP team prior to Homebound services being initiated to adjust for the learning setting. Homebound services are provided in a mutually agreed location that is most often at school after hours, at an off campus location such as the library, or at the student's home.

Question 3: How will caseloads of special education teachers be determined and regularly monitored?

The district special education department Core Leadership Team shall monitor and evaluate caseload (caseload compliance under Iowa Code refers to the number of students in a classroom, not total students on a teachers roster) data three times a year to generate norms for individual buildings and classrooms in regards to non-special program settings. Licensed and classified staff will be assigned based on district guidelines that consider classroom student numbers by class period, student levels of service, number of complex need students served in a classroom by class period, and other teacher capacity considerations that might affect IEP service fulfillment such as roster size, goal complexity, and frequency of IEP changes needed to serve students .

Allocations for In-District Special Programs follows district guidance based on initial district staff-to-student ratio norms which are lower than both Iowa Code class size requirements and national averages for urban districts. Further consideration for lower staff-to-student ratios include the number of even more intensive needs students in the program, class sizes per licensed teacher, physical room sizes, and the number of students integrated into classes outside of the special program setting. Building administrators collaborate with district special education department leadership to review their licensed and classified staff allocations with each new IEP to determine if a request for additional staffing is required.

Allocations of certified and noncertified staff are reviewed annually in the spring of each academic year through collaboration among Department of Human Resources, individual buildings, and special education department to verify staffing needs in each building and program for the beginning of the next academic school year. Modifications to caseloads (class size) can be made based on actual fall enrollment.

Early Childhood Special Education caseloads will maintain compliance with federal and state staffing requirements. These caseloads will be reviewed with each additional IEP student added.

The district is targeting average teacher caseloads (class size) for non-special program teachers as follows:

- 1 to 12 at the elementary level
- 1 to 15 at the middle school
- 1 to 18 at the high school level

Secondary Co-Taught classrooms are not to exceed 50% students with IEPs (having a goal, modification, accomodation for the content area or a behavior goal) of the classroom attendance roster without specific permission from the Executive Director of Special Education. The preferred target percentage is 33% if scheduling permits.

Specialized Programs begin with two paraprofessionals and further support is added based on the needs of students and teacher capacity considerations necessary to implement IEPs effectively.

Adjusted allocations will be available for buildings that indicate needs based on IEP demands. Principals will be responsible for determining duties and responsibilities of both teachers and paraeducators based on student IEPs.

When implementing specific caseloads and duties of licensed staff, the building principal shall take into account grade levels served, number of students per teacher per class period, complexity of student needs, time needed for collaboration, amount of direct instructional contact time with students, the amount of time required for supervision of paraeducators, roster size, goal complexity, and frequency of IEP changes needed to serve students, and availability of Area Education Agency (AEA) support services or other consultative resources.

The district is targeting average teacher caseloads (class size) for specialized program teachers as follows:

Maximum Class Size Targets and Iowa Code Limits

Program	Number of Students with One Teacher, Two Paraeducators Targeted by CBCSD	Number of Students with One Teacher, Two Paraeducators by State Code	Consideration to Add Teacher by State Code
9-12 Behavior Support Program	Up to 15	Up to 15	16
9-12 Extended Learning Program	Up to 10 (15 with Work Experience Opportunities)	Up to 15 with Work Experience Opportunities	11
9-12 Therapeutic Learning Program	Up to 10 (15 with Work Experience Opportunities)	Up to 15 with Work Experience Opportunities	16
9-12 Autism Program	Up to 15	Up to 15	16
9-12 Autism Program (Self-Contained)	Up to 10	Up to 10	11
6-8 Behavior Support Program	Up to 12	Up to 15	16
6-8 Extended Learning Program	Up to 10	Up to 10	11
6-8 Therapeutic Learning Program	Up to 12	Up to 15	16
6-8 Autism Program	Up to 12	Up to 15	16
6-8 Autism Program (Self-Contained)	Up to 10	Up to 10	11
K-5 Behavior Support Program	Up to 10	Up to 12	13
K-5 Extended Learning Program	Up to 8	Up to 8	9
K-5 Therapeutic Learning Program	Up to 10	Up to 12	13
K-5 Autism Program	Up to 10	Up to 12	13
K-5 Autism Program (Self-Contained)	Up to 8	Up to 8	9
Passages	Up to 10	Up to 15 with work experience opportunities	16
K-5 Transitions	Up to 10	Up to 12	Students not Long-term
6-12 Transitions	Up to 12	Up to 15	Students not Long-term
Complex IEP Transitions, Out of District, and Long-Term Care	Up to 10	Up to 10	

Paraeducators can be added based on individual student need based on IEP team decisions.

Question 4: What procedures will a special education teacher use to resolve caseload (class size) concerns?

Step 1:

- A teacher with a caseload (class size) concern shall first bring the matter *informally* to the attention of the building principal or the principal's designee (department chair for secondary).
- Support from the district special education department Core Leadership Team will be provided upon the principal's and/or secondary chairperson's request. The Core Leadership Team will provide classroom and teacher capacity data.
- The teacher will be notified by the building principal of an action step to remedy the concern or that no solution has been determined at the informal level.

Step 2:

- If an informal review does not address the teacher's caseload concern, the teacher shall bring the matter in writing to the attention of the building principal (elementary) and Department Chair (secondary).
- The teacher requesting the review may provide relevant information to support his/her request. This information might include, but is not limited to:
 - Teacher can share complex needs of students
 - Instructional groupings as appropriate
 - IEP service capacity issues
 - Amount of time required for supervision of paraeducators- estimated average daily time
- The district special education department Core Leadership Team will supply data from IEPs, BIPs, assessments, assignments, schedule with number of students with IEPs served by class, anecdotal information, the special education department data sources, and other sources as needed and available. The special education department will assist the principal in finding an action to resolve the issue if possible.

Step 3:

Within 15 school student contact days of receipt of the concern:

- The building principal, with the department chair for secondary, shall review the caseload of the presenting teacher in comparison to other caseloads in the building and in light of the service requirements of Individualized Education Programs.
- The principal will investigate possible resolutions at the building level. The

district special education department Core Leadership Team will provide assistance to perform an intensive review of IEP services required and the degree of teacher capacity demands (complexity of student needs, IEP maintenance, progress monitoring etc.) associated with the IEP services required, resources available, and data collected by the teacher, building, and district.

- The principal will either implement action to resolve the concern or provide a written response to the teacher that notifies the teacher that a caseload overage was not determined to be present or that the principal is seeking a district level decision about the concern.

Step 4:

Within 5 school days, if the building principal cannot resolve the issue at the building level and seeks a district level decision:

- The building principal shall consult with the district Executive Director of Special Education and the Green Hills Field Director or Director of Special Education overseeing the district.
 - The essential decision shall focus on the ability of the presenting teacher to deliver the services required by the Individualized Education Programs of the students.
 - The principal, in conjunction with the Field Director and the district Executive Director of Special Education Director, shall consider whether or not a problem actually exists. If a caseload problem is determined to not exist, the teacher will receive written notification of that decision from the district Executive Director of Special Education.
- Within 10 days, if there is a decision that caseload prevents the presenting teacher from providing required services, the principal will collaborate with the respective Chief of either Elementary or Secondary Education with the recommendation of the district Executive Director of Special Education and the following information and solutions shall be examined but not limited to:
 - Review and consideration of any or all non-IEP responsibilities.
 - Review roles of AEA support staff relative to program support and consultation.
 - Review of goals and objectives to determine progress towards reintegration of the students in special education to the general education environment.
 - Change student(s) or teacher schedule to eliminate the concern
 - Redistribute teacher responsibilities within the building
 - Redistribute students within the building
 - Add additional personnel to the classroom(s)

Other Requirements:

- If changes in the student's IEP are contemplated, the IEP team must be reconvened and the proposed changes to be discussed at the IEP meeting must be approved by the Executive Director of Special Education prior to initiating the meeting.
- Should, as an absolute last resort, a caseload resolution decision requires the movement of a student to a new room/teacher and or new building, the parents will be notified of the reason necessitating the move and the details of the move, including an individualized transition plan to reduce student stress and promote student success in the new learning environment. Parental notice should be provided as close to the decision as possible, but no less than ten school days prior to the move.
- Supplemental actions for Step 5 If no resolution has been possible at the building level:
 - The district Executive Director of Special Education shall have had prior contact with the Chief of Human Resources, the Chief Academic Officer and the Principal will have contacted either the Chief of Elementary Education or Secondary Education as appropriate for the situation.
 - The Chiefs involved, with input from the Principal and the Executive Director of Special Education will make a decision.
 - No later than 30 calendar days after the initial receipt of the concern, the building principal shall communicate to the presenting teacher the caseload review decision.

Question 5: 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 district will examine its State Performance Plan (SPP)/Annual Progress Report (APR), and State Report Card by District and Building level data to determine priorities and develop an action plan. In order to meet the State Performance Plan/Annual Progress Report (SPP/APR) goals, accountability will be addressed in the following ways:

- Individual student IEP goal progress monitoring
 - Individual student progress on IEP goals will be reviewed and discussed on a regular and ongoing basis 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 are indicated. (**Note:** Changes in goals, proficiency criteria, or LRE must occur through an IEP team meeting).

- Aggregation of progress monitoring and summative evaluations for groups of students at both school and district levels
 - Each school in the district will review student progress monitoring, formative, or summative evaluations on a regular and on-going basis. The IEP subgroup performance in both reading and math will be reviewed and discussed by grade level teams which 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 will develop a school-based plan to close the achievement gap by grade level in each school.
- Examination of disaggregated subgroup achievement and SPP/APR and State Report Card at District and Building Level data
 - At the district level, IEP subgroup data for each school, along with the plans as described above, will be reviewed on an annual basis by the district's leadership team. IEP student data will also be disaggregated and examined by school building level for all schools elementary, middle, and high. In addition, the district will examine their SPP/APR and State Report Card 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 to identify methods and implement improvements.

Definitions and Abbreviations:

AEA- Area Education Agency-a state agency that partners with public and nonpublic schools to help students, school staff, parents and communities meet educational challenges

APR- Annual Progress Report-identifies the progress the district has made to meet the requirements of the State Performance Plan

BRT- Behavior Response Team- a team consisting of a behavior consultant and para-professionals that are scheduled by the Special Education Coordinator or Directors to provide emergency crisis support for building administrators and staff

and/or to be scheduled to train staff on behavioral interventions.

Caseload- Caseload compliance under Iowa Code refers to the number of students with IEPs being served in a classroom, not total students on a teacher's roster. Teacher capacity considerations such as roster size, goals, complex IEP services, and frequency of IEP changes are still considered through scheduling and for determining support and staffing in order to ensure IEPs are being served effectively.

DRT Data Review Team-a district level professional team that reviews data and placement options being proposed for students into specialized programs and/or more restrictive settings to ensure LRE and FAPE.

FAPE- Free and Appropriate Public Education

IEP- Individualized Education Program-a document identifying the eligibility, educational needs, and services provided by special education

LRE- Least Restrictive Environment-the greatest extent possible to educate an eligible child with non-eligible peers

NAEYC- National Association for the Education of Young Children

OCR- Office of Civil Rights

PLC- Professional Learning Community-a team of teachers focused on a professional agenda to Improve instruction

QPPS- Quality Preschool Program Standards

QRS - Quality Rating Standards

SPP- State Performance Plan- a document that illustrates how the state will continuously improve upon implementation of the requirements and purposes of the Individuals with Disabilities Act of 2004