



Cedar Falls Community Schools

Special Education Service Delivery Plan

*A system for delivering instructional services,
including a full continuum of services and placements,
to address the needs of eligible individuals
ages three to twenty-one.*

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What process was used to develop the special education delivery system for eligible individuals?

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This 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 representatives from Central Rivers AEA.

On December 10th, 2019 a committee of individuals from Cedar Falls Schools, the surrounding community and Central Rivers AEA met to review the district’s current District Delivered Service Delivery Plan (DDSDP). The committee then created a draft of a new DDSDP. The draft plan was made available to district staff as well as the public for comment. The committee reconvened to consider all input and create a final draft of the plan. The plan was then submitted to Central Rivers AEA for review and verification before submitting the plan to the School Board for final approval. The final plan was formally adopted and put in effect on February 10th, 2020.

Overview of steps in completing this Service Delivery Plan

- Step 1:** A committee is selected to participate in the review and revision of the DDSDP.
- Step 2:** The committee reviews the current plan and develops the new one.
- Step 3:** The draft plan is available to district staff for review and comment.
- Step 4:** The draft plan is available for public comment.
- Step 5:** All input is reviewed and considered by the committee.
- Step 6:** Plan is available for committee review and final approval.
- Step 7:** The AEA Special Education Director verifies plan compliance.
- Step 8:** The district school board approves the plan prior to adoption.

Committee Members

District Administrators

Jill White	Executive Director of Student Services
Tracy Johns	Associate Director of Student Services
Savannah Swestka	Principal at Hansen Elementary
Eric Rosburg	Associate Principal Holmes Junior High

Parents

Kara Nelson	Parent of IEP Eligible Student at Cedar Falls High School
Andrea Schlotman	Parent of IEP Eligible Students at Bess Streeter Aldrich Elementary

Teachers

Bridget Bakula	Special Education Teacher, Cedar Falls High School
Briley Dideriksen	Special Education Teacher, Lincoln Elementary School
Sarah Cooper	General Education Teacher, Peet Junior High

Central Rivers AEA Representatives

Judy Moser	Regional Administrator
Ryan Chambers	School Social Worker
Kelsey Baker	School Psychologist

How will services be organized and provided to eligible individuals ages 3-21?

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Least Restrictive Environment (LRE)

Least Restrictive Environment (LRE) is based on the presumption that the general education environment is the first choice for educating all individuals. It refers to a related set of requirements aimed at providing individuals with disabilities with the greatest interaction with same age peers, an appropriate education, and the special assistance needed for success in the general education environment. Individualized Education Program (IEP) teams must address the following LRE considerations:

- The services the student needs;
- The supplementary aids and supports needed by the student;
- The environment as well as what occurs in that environment;
- The general education curriculum;
- A review of the appropriateness and educational benefit of each service and environment being considered for the individual;
- Nonacademic and extracurricular activities in which same age peers participate.

The Cedar Falls Community School District offers a full continuum of services for eligible students ages three through twenty one. Students may access any number of points on the curriculum throughout a given school day in order to meet his or her needs. However, the school district consistently strives to serve students in the least restrictive environment.

Early Childhood Services (Ages 3-5)

Cedar Falls Community Schools will adhere to federal data regarding definitions of settings for preschools. The federal definitions are as follows:

Regular early childhood program – Less than 50 percent of children eligible for special education, including those with support only IEPs.

Early childhood special education (ECSE) program – More than 50 percent of children eligible for special education, including those with support only IEPs.

Cedar Falls Community Schools will provide a full continuum of placements by providing instructional services to eligible preschool children while adhering to *Head Start Program Performance Standards*.

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 3-5.

Cedar Falls Community Schools will examine the preschool services annually to determine the availability of regular early childhood programs within the district.

Early Childhood Continuum

Regular Early Childhood Program: Services are defined as occurring in the general education classroom. The teacher holds a license issued by the Board of Educational Examiners that includes pre-kindergarten and early childhood special education. The teacher is responsible for direct instruction, preparation of materials, adaptation 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.

Regular Early Childhood Program Monitored by a Licensed Early Childhood Special Education Staff: Services are defined as occurring in the general education classroom. The classroom teacher holds a license for pre-kindergarten. The general education teacher is responsible for classroom instruction and implementation of adaptations and accommodations as specified in the IEP. The licensed early childhood special education staff is responsible for monitoring the implementation of services described in each IEP and monitoring student progress relative to goals in the IEP.

Early Childhood Special Education Program: Services are defined as direct specially designed instruction provided to students with disabilities by a licensed early childhood special education teacher. The curriculum is tied to the general education curriculum, but is modified to meet

the needs of the students. Classroom instruction is provided by a licensed early childhood special education teacher.

Co-taught Early Childhood Program: Services are defined as a general education early childhood classroom. The general education curriculum and specially designed instruction are provided to a group of students with and without disabilities. All aspects of classroom instruction are co-planned and co-taught by a licensed early childhood special education teacher and an early childhood teacher.

The early childhood special education teacher is responsible for monitoring the implementation of services described in each IEP and monitoring student progress relative to goals in the IEP.

School Age Services (5-21)

Students may receive different services at multiple points along the continuum based on the needs stated in the IEP. Services will be provided in the least restrictive environment.

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 kindergarten through age 21.

School Age Continuum of Services (from Least to Most Restrictive)

Consulting Teacher Services: Consulting Teacher Services are defined as indirect services provided by a certified special education teacher 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 and without disabilities. These services are provided by the special education teacher and general education teacher in partnership to meet the content and skill needs of students in the general education classroom. These services may incorporate several different approaches: 1) One Teach, One Observe; 2) One Teacher, One Assist; 3) Station Teaching; 4) Parallel Teaching; 5) Alternative Teaching; and 6) Teaming.

Specially Designed Instruction in the General Education Environment: Specially Designed Instruction in the General Education Environment is defined as 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. These services are provided simultaneously with the general education content area instruction.

Specially Designed Instruction in the Special Education Environment: Specially Designed Instruction in the Special Education Environment is 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 and supplement the instruction provided in the general education classroom through Consulting Teacher services or Co-teaching services. The specially designed instruction provided in these settings is in addition to the instruction provided in the general education classroom.

Special Class Services: 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. This means the student is receiving his or her primary core instruction separate from same age peers.

Special School Services: Special School Services are defined as specially designed instruction provided to individual students with the most significant disabilities. Intensive instructional services are provided in a highly structured setting by certified special education teachers and staff. These services should only be considered when less restrictive points on the continuum have been unable to meet the needs of an individual student.

Hospital/Homebound Instruction Services: Hospital/Homebound Instructional services are defined as specially designed instruction provided to individual students with disabilities who are unable to attend school for a period of two weeks or more due to a health need such as recovering from surgery, a compromised immune system or a psychiatric disorder. Instruction is provided by a certified special education teacher. These services are only provided when recommended by a doctor or mental health professional and are typically short-term in nature.

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

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Early Childhood Caseloads

The regular early childhood program and early childhood special education program will meet the criteria of the Preschool Program Standard being implemented regarding maximum class size and teacher-child ratios.

Head Start Program Performance Standards

(See caseload in 45 CFR Part 1306 – Head Start Staffing Requirements and Program Options)

School Age Caseloads

Caseloads will be tentatively set in the spring for the following year. Caseloads may be modified based on summer registration and actual fall enrollments. Elementary (grades K-6) caseloads will be reviewed at least twice during the school year by individual district special education teachers with their building principal and/or district special education director. Secondary (grades 7-12) caseloads will be reviewed at least twice during the school year by individual district special education teachers with their department chair and/or district special education director.

In determining teacher caseloads, the Cedar Falls Community School District will use the following values to assign points to the programs of each eligible individual receiving an instructional program in the district. (see page 10)

A teacher may be assigned a caseload within a range of 30-45 total points. This caseload limit may be exceeded by no more than 10% (total of 49.5 points) for a period of no more than nine weeks, if doing so does not prevent the affected teacher's ability to provide the services and supports specified in his or her students' IEPs.

Caseload Determination Worksheet

1. How many IEP students are on the teacher's roster? _____

2. Identify each of the students in a category below. Include specially designed instruction provided by a certified special education teacher in the general education environment or special education environment. (Average minutes should be taken from Page F of each student's IEP.)
 - a. a. Up to 2 hours per day of specially designed instruction ___ x 1.0 _____
 - b. b. Between 2-5 hours per day of specially designed instruction ___ x 1.50 _____
 - c. c. More than 5 hours per day of specially designed instruction ___ x 2.0 _____

3. How many students are on a Behavior Intervention Plan (BIP)? ___ x 1.0 _____

4. How many students are on Iowa Alternate Assessment? ___ x 2.0 _____

5. How many students do you complete Medicaid billing for? ___ x 0.5 _____

6. **a.) (Elementary)** With how many grade levels does the special educator collaborate in order to provide specially designed instruction? ___ x 1.0 _____

b.) (Secondary) For how many subject areas does the special educator collaborate in order to provide specially designed instruction? ___ x 1.0 _____

7. How many 45-minute class periods does the teacher co-teach? ___ x 2.0 _____
***Co-teaching for less than a 45-minute period, will receive 1 collaboration point rather than co-teaching points**

8. How many para educators does the teacher supervise? ___ x 1.0 _____

9. Are there unique circumstances (i.e. homebound instruction, travel, etc.) that the teacher must manage in order to provide FAPE for a student? ___ x 1.0 _____
***Must be Director Approved**

TOTAL _____

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

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Resolution Procedures

The following procedures are to be used to resolve concerns about special education caseloads:

- 1) Teacher shall request and shall be granted a meeting with the building principal to discuss caseload. Such meetings shall be informal in nature and solution-focused. The principal shall keep a record of the meeting date, teacher name, concerns, and possible revisions to caseload.
- 2) If the teacher feels further consideration is warranted, written notice of the concern shall be submitted to the building principal within five working days following the informal conference. The written notice should express the specific caseload concern and a suggested or preferred resolution to the concern.
- 3) The building principal will convene a review committee within ten working days to problem solve and listen to the concern from the referring teacher. This committee may include the building principal, the special education teacher, the Executive or Associate Director of Student Services, Central Rivers AEA Team Reps, and others as designated. A written response shall then be submitted to the teacher and to the district Director of Student Services.
- 4) If dissatisfied with the response in Step 3, the teacher has five working days after receiving the written response to submit a written appeal to the district's Associate Superintendent.
- 5) Within ten working days after receiving the appeal, the Associate Superintendent shall convene a meeting with the teacher and principal to discuss the concern, submit a written response to the teacher, and provide a copy of the response to the principal and the Superintendent.
- 6) If dissatisfied with Step 5, the teacher may provide a written appeal to the Executive Director of Central Rivers AEA within five working days. The Executive Director will make the final decision within five working days. A written response shall be provided for all parties involved.

Note: 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 and the LEA determination as assigned by the state? What process will be used to evaluate the effectiveness of the delivery system for eligible individuals?

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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
- Aggregation of progress monitoring and summative evaluations for groups of students at both school and district levels
- Examination of disaggregated subgroup achievement and SPP/APR data

Individual

Individual student progress on IEP goals will be reviewed and discussed on a regular and on-going 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 through MTSS or special education are indicated. (Note: changes in goals, proficiency criteria or LRE are made via the IEP team.)

School: Aggregated by School and District

School teams will review student progress monitoring data as well as evaluation and screening data on a regular and on-going basis. 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; thus, impeding progress toward meeting the district SPP/APR requirements, will develop a school-based plan to close the achievement gap. These plans will be monitored at the building and 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 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.

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 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 that prior to the school board adoption, the District Developed Service Delivery Plan (DDSDP) was available for comment by the general public.
- The district assures DDSDP 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 DDSDP for implementation.