

District Developed Special Education Service Delivery Plan

Riverside CSD

Completed March 2026



What was the process 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, administration, and at least one representative of Greenhills AEA:

Dr. Stephanie Anderson - Superintendent
Tyler Johannsen - Secondary Assistant Principal/District Special Education Director
Nicholas Kroon - Secondary Principal
Katie Chamberlain - Elementary Principal
Joe Woracek - Greenhills AEA Director of Specialized Services & Supports
Kajsa Myers - Secondary Special Education Teacher
Suzanne Karros - Elementary Special Education Teacher
Hillary Shughart - Secondary Math Teacher/Parent of eligible individual
Tina Clark - Elementary Classroom Teacher
Courtne Turner - Parent of eligible individual

Board Actions:

The Riverside Community School Board of Directors gave final approval of the delivery plan at the March 2026 Regular School Board Meeting.

Community Comments Statement:

Riverside Community School District’s District Developed Service Delivery Plan is available to view and provide comments on the Riverside school website:

(www.riversideschools.org)

How will services be organized and provided to eligible individuals?

Special 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 district and/or agencies
- The continuum of services includes services for eligible individuals ages 3-21
- The district will implement the Quality Preschool Program Standards in settings where 3-5 year old children with IEPs are served

Regular Early Childhood Program with Teacher holding Dual Endorsements: (i.e., Endorsement 100: Teacher—Prekindergarten through grade three, including special education). 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 Individualized Education Plan (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 Program: 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 the goals of the IEP.

General Education with consultation/accommodations: The student is served in the general education classroom 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 support may include assisting the general education teacher with the design and preparation of materials, adaptations, accommodations, and modifications. 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 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.

General Education with direct special education support/instruction outside the general education classroom: The student receives special education support/instruction for the general education curriculum outside the general education setting. When the services cannot be appropriately provided in the general education setting, the student may receive selected services (i.e. specially designed instruction) or all services he/she needs in a separate educational setting (including, but not limited to special classes, 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.

Self-Contained Special Education 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 (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. The special education teacher/service provider is responsible for monitoring the student's progress on IEP goals.

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

Caseloads will be tentatively set in the spring for the following year. Caseloads may be modified based on summer registration and actual fall enrollments at the beginning of the school year. Caseloads may be reviewed during the school year by individual district special education teachers with their building principal and/or the Director of Special Education.

In determining special education caseloads, the Riverside Community School District will use the following determinations to assign points to the caseload of each teacher in the district:

Teacher:				Student:			
	Curriculum	IEP Goals	Specially Designed Instruction	Planning and Consultation	Paraprofessional Support	Assistive Technology	Behavioral Supports
Zero Points	Student is functioning in the general education curriculum at a level similar to peers	Student has IEP goals instructed by another teacher or service provider.	Not Applicable	Joint planning typical for that provided for all students	No para support included in the IEP.	Assistive technology use is similar to peers.	No behavioral needs are present for a student.
One Point	Student requires accommodations to the general curriculum	Student has 1-2 IEP goals.	25% or less of instruction is specially designed and/or delivered by special education personnel	Special education teachers conduct joint planning up to 30 minutes with other educators and professionals (OT, PT, transportation, administration, etc.) per month. Special education teachers conduct joint planning monthly with other educators and professionals (OT, PT, transportation, administration, etc.).	Additional individual support from an adult is needed for 25% or less of the school day.	Assistive technology requires limited teacher-provided individualization and/or training for the student.	Student requires a behavior goal without a Behavioral Intervention Plan (BIP).
Two Points	Student requires modifications and accommodations to the general curriculum	Student has 3 IEP goals.	26-50% or less of instruction is specially designed and/or delivered by special education personnel	Special education teachers conduct joint planning from 31-60 minutes with other educators and professionals (OT, PT, transportation, administration, etc.) [er month. Special education teachers conduct joint planning weekly with other educators and professionals (OT, PT, transportation, administration, etc.).	Additional individual support from an adult is needed for 26% to 50% of the school day.	Assistive technology requires extensive teacher-provided individualization and/or training for the student.	Student requires a Behavioral Intervention Plan (BIP).
Three Points	Significant adaptation to curriculum in alignment with grade level essential elements. Alternate assessment is used to measure progress.	Student has 4 or more IEP goals.	51-100% of instruction is specially designed and/or delivered by special education personnel	Special education teachers conduct joint planning for more than 61 minutes with other educators and professionals (OT, PT, transportation, administration, etc.)	Additional individual support from an adult is needed for 51% to 100% of the school day.	Assistive technology requires limited teacher-provided individualization and/or training for the student. Significant maintenance and/or upgrades for continued effective use	Student requires a Behavioral Intervention Plan (BIP) with an extensive amount of collaboration with other professionals.

				per month. Special education teachers conduct joint planning daily with other educators and professionals (OT, PT, transportation, administration, etc.).		are anticipated.	
Note: In the case of a student being shared, points will be split evenly between the teachers. In the case of an uneven number, the extra point will be given to the teacher who provides the most support to the student. <i>Accommodations:</i> Supports provided to help a student access settings, opportunities, and the general education curriculum and validly demonstrate learning. Examples: teacher prepared notes, peer readers, extended testing time, occasional adult assistance <i>Modifications:</i> Changes made to the context and performance standards for students with disabilities Examples: extensions of district standards & benchmarks, modifications in performance expectations in general education classes, modified requirements for earning credits							

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

Resolution of Concerns: When a teacher has a concern the following procedure regarding the allocation of services will take place:

1. A written description of the concern from the special education teacher is provided to the building principal
2. The principal will review relevant information generated by the teacher describing the caseload. Relevant information shall include:
 - Number of IEPs
 - Teacher's schedule and instructional groupings
 - Collaboration assignments
 - Number of grade levels the teacher is assigned
 - Updated point totals as evaluated by Riverside's caseload point system
3. Within 10 working days of receiving a written request, the principal, with guidance from the Director of Special Education (if necessary), will develop a written recommendation, which will be forwarded to the superintendent for consideration. The recommendation will be returned to the teacher at that time as well.

4. The superintendent reviews the principal's recommendation and renders a decision, which, if appropriate, includes a description of the corrective action needed (Ex: a recommendation for additional personnel, reassignment or realignment of other duties or responsibilities). The response shall be delivered within 10 working days of receiving the principal's recommendation.

If the team is unable to reach consensus regarding the allocation of services, the Director of Special Education will serve as the mediator to resolve concerns. If unresolved, the district superintendent will be involved. If the concern is still unresolved, the AEA Director of Special Education and the district superintendent will be involved.

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?

In order to meet the State Performance Plan/Annual Progress Report goals, accountability will be addressed in the following ways:

Individual student IEP goal progress monitoring: Individual student progress on IEP goals will be reviewed on a regular and on-going basis by the special education teachers. AEA staff and school administrators will collaborate and support as appropriate. Teachers will evaluate student progress monitoring graphs and determine if an adjustment in specially designed instruction is needed. Progress monitoring graphs can be accessed/reviewed on the ACHIEVE IEP system by administrators as needed.

Aggregation of progress monitoring and summative evaluations for groups of students of the district: Each building in the district will review student progress monitoring, formative and/or summative evaluations 3 to 4 times per year. 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. Buildings with a subgroup achievement gap, thus impeding progress toward the district's ESSA requirements, will develop a school-based plan to close the achievement gap by grade level. These plans will be monitored by building each semester and at the district level at the end of the school year. If a need for revision of the DDSDP is necessary, the district will follow the steps to revise and readopt the DDSDP.

Examination of disaggregated subgroup achievement and ESSA data: At the district level, IEP subgroup data for each school, along with the plans as described above, will be reviewed annually by the district leadership team. IEP student data will be disaggregated and examined by building. The district will also examine its district data to determine priorities and develop an action plan as needed. If the district meets ESSA 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 age 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 age 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 education 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 service delivery plan for implementation