



**Hubbard-Radcliffe
Community School District**

Embracing today's challenges, preparing for tomorrow's world!

District Developed Service Delivery Plan

Special Education Plan

May 2023

A Shared Vision for Serving Students with Disabilities at the Hubbard-Radcliffe Community School District

It is the District's vision that...

- All students from ages 3 to age 21 will receive a free and appropriate public education – individualized according to needs.
- Students receiving special education services will be supported in the general education classroom for as much of the school day as is beneficial for the individual student, using strategies such as co-teaching or paraprofessional assistance, with grouping as needed.
- Students with disabilities will be prepared for the transition to the world of work, post-secondary educational settings, and daily living.
- Modification of instruction and assessment will require professional development for general education teachers, special education teachers, and paraeducators.
- Students suspected of having a disability will be located and identified as early as possible for special education services. They will receive appropriate interventions within an MTSS system throughout the child find process.
- Serving students with special education needs will require flexibility and responsiveness to meet changes in the needs of individual students.
- Teachers and students will have resources available to address the identified needs of individual students.
- Students will be served as much as possible locally in the least restrictive environment, considering the individual needs of each student.
- Special education services outside the district will remain as program options to ensure that a continuum of services is available to students whose needs cannot be met within the community.
- Students with disabilities will receive a variety of services and opportunities for interaction, including mentoring, small group interactions, and peer interactions.
- A student's IEP will drive the services provided to the individual student.
- The development of a student's Individualized Education Program is a shared responsibility of the parent(s), special education teacher(s), general education teacher(s), Local Education Agency and its representatives, Area Education Agency and its representatives, and the student when appropriate, especially during transition planning. Such shared responsibility and planning will require positive and regular communication with the provision of procedural safeguards or due process to the student and their parents.

Question 1: What process was used to develop the delivery system for eligible students?

The district-developed service delivery plan was developed in accordance with the Iowa Administrative Code Rule 41.408(2)“C.” The group of individuals who developed the plan includes parents of eligible individuals, special education teachers, general education teachers, administrators, and Central Rivers AEA administrators.

Overview of steps in completing this Service Delivery Plan:

- Review and seek input on the current adopted plan - Spring 2023
- Review the feedback received to revise and update our plan with the committee- 5-3-23
- Made the plan available for public comment. 5-4-23
- Review any public comments
- Share the plan with the Area Education Agency to verify compliance.
- Present the plan to the school board for approval on May 15, 2023.
- The final plan will be shared and posted on the website on May 16, 2023.

Review and Revision Committee Members

District Administration Dr. Adam Zellmer, Superintendent Sherri Walker, Director of Teaching and Learning Brian Mangold, H-R Elementary Principal Dan Spooner, South Hardin Middle School Principal	H-R Elementary Sara Thompson- Special Education Teacher Nicole Nielsen- Special Education Teacher Nicole Briggs - Instructional Coach
Middle School Ellen Mesch- Special Education Teacher Calvin Bergan- Special Education Teacher Kristin Topp- General Education Teacher Robin Olmstead - Special Education Teacher	Parents Christi Giguere Nicole Briggs Angela Albers
Central Rivers Area Education Agency Amy Starr- Regional Administrator Amanda Honnold - Team Representative/School Psychologist	

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

Services outlined in this district-developed instructional services delivery plan are consistent with policies and procedures in the Iowa Rules of Special Education relative to delivering special education services in the least restrictive environment.

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. The Hubbard-Radcliffe Community School District uses the Iowa Quality Preschool Program Standards (QPPS) in its Voluntary Four-Year-Old Preschool Program. The Iowa Quality Preschool Program Standards will be implemented in any setting with children from 3 to 5 years of age where IEP's are served.

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 disabilities 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.

K-12 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 their instructional methods using specially designed

instructional strategies to meet the individual needs of a student with a disability receiving instruction in the general education classroom.

K-12 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 nondisabled students. These services are provided by the special education teacher 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.

K-12 Collaborative Services: Collaborative services are 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 setting to aid the student(s) in accessing the general education content area instruction. These services are provided simultaneously with the general education content area instruction.

K-12 Pull-out Supplemental Instruction: Pull-out supplemental instruction is defined as specially designed instruction provided to an individual student with a disability or a group of students with disabilities by a certified special education teacher in a special education setting. Pull-out instructional services are designed to supplement instruction provided in the general education classroom through the previously described consulting teacher model, co-teaching model and collaborative model of service delivery. Supplemental instruction provided in a pull-out setting does **not** supplant the instruction provided in the general education classroom.

K-12 Reverse Consultation Services: Reverse consultation services are 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 special education setting to aid the student(s) in accessing the general education content area instruction. A general education teacher licensed in the core content area collaborates with a special education teacher to jointly plan lessons and instructional strategies. The general education teacher supervises the curriculum and is responsible for assigning student grades. The special education teacher is responsible for providing direct instruction. Both teachers are responsible for ongoing progress monitoring and formative assessment. Reverse consultation is a model of service delivery used only with a small number of students who exhibit significant cognitive or behavioral skill deficits yet are expected to achieve district standards rather than alternative standards. Documentation of regular and frequent consultation, joint planning, and assessment of student progress is required.

K-12 Special Class: 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 (including, but not limited to special classes, special schools, home instruction, and instruction in hospitals and institutions). This means the student is receiving their 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 agreement with other districts and/or agencies.
- The continuum includes services for eligible individuals ages 3-21.

Other Special Education Services available for school-age students:

Self-contained special class in a public school. This service option may be recommended by an IEP team when a student's educational needs may best be met via a categorical self-contained special class program where special education and related services are provided by staff who possess expertise specific to the student's disability and level of need.

Special School. This service option may be recommended by an IEP team when a student's disabling characteristics are so severe that the student is unable to receive an appropriate education within the student's residential district setting despite the provision of supplemental aids and services. Justification for recommending a special school placement must be provided in writing by IEP team members.

Hospital/Homebound Instructional Services. This service option may be recommended by an IEP team when a student's physical or mental health precludes participation in less restrictive special education programs and services at that time. Hospital/Homebound Instructional Services are considered temporary and should be accompanied by a formal medical recommendation which would include the length of the recommended time for the service and what would be required for the student to return to a less restrictive setting. The student's need for hospital/homebound services will be reviewed monthly.

Extended School Year Services. When students are eligible for and need extended school year services, the district will collaborate with Central Rivers AEA (CRAEA) to provide services beyond the traditional school year.

Question 3: 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. Caseloads will be reviewed at least **twice** during the school year by individual district special education teachers with their building principal and/or AEA Central Rivers Team Representative.

Efforts will be made to maintain caseloads within a maximum range of 20-24 total points. If the teacher is able to do so, no further action is needed.

- If a teacher's caseload exceeds this range, the teacher and the principal will meet to discuss whether the teacher is able to provide services and supports specified in their students' IEPs.
- If the teacher is unable to provide the services and support specified in their 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 their students' IEPs, the teacher may initiate the process for resolving caseload concerns described in this plan.

In determining the caseload for elementary and middle school special education teachers, the H-R Community School District will use the following values to assign points to the caseload of each teacher in the district.

Caseload Point Determination Sheet

Building:

Teacher:

Date:

1. Student Weighting based on the Intensity of Services and Supports

- a.** Student requires limited modifications to the general curriculum, requiring special education personnel to provide specially designed instruction for less than 49% of the school day.

Student's IEP has 1 to 2 goal areas requiring specially designed instruction. **(1pt)**

- b.** Students require significant modifications to the general curriculum, requiring special education personnel to provide specially designed instruction for 50-74% of the school day.

Student's IEP has 3 to 4 goal areas (multiple goals in the same area re: reading would count as 1 goal area) requiring specially designed instruction. **(2pts)**

- c.** Student requires significant adaptation to grade-level curriculum requiring instructional strategies.

An alternate assessment is used to monitor the IEP.

Behavior intensity is such that an FBA and BIP are monitored.

Special education personnel provide specially designed instruction for 75-100% of the school day.

Student's IEP has 4 or more goal areas requiring specially designed instruction. **(3pts)**

a. ____ x 1

b. ____ x 2

c. ____ x 3

Total

2. Joint Planning (One Point Selection Total)

- A.** Special education teacher conducts joint planning with general education teacher(s) and/or paraprofessional over the course of a month for up to 2 hours of time. **(1pt)**

- B.** Special education teacher conducts joint planning with general education teacher(s) and/or paraprofessional over a course of a month for 2 to 4 hours of time. **(2pts)**

- C.** Special education teacher conducts joint planning with general education teacher(s) and/or para professional over a course of a month for more than 4 hours of time. **(3pts)**

A. ____

B. ____

C. ____

2. Additional Factors

- a.** Number of goals served and monitored
- b.** Grade span of students
- c.** BIPs monitored for implementation

a. ____

b. ____

c. ____

Additional Comments:

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

Caseloads will be reviewed at least twice per year by school administration or as requested by the individual special education teacher with their building principal. These reviews will occur in October and March annually. In addition to scheduled reviews, caseloads will be reviewed under the following circumstances:

- When a teacher is concerned about their ability to effectively perform the essential functions of their job due to caseload. An AEA liaison (Consultant/Regional Administrator) will be sought to serve as a reviewer with the building principal. The person requesting the review is responsible for gathering relevant information to support their request. This information might include detailed IEP services and supports and further explanation of additional factors in the caseload review document.

PROCEDURAL STEPS

1. The teacher shall request an informal, solution-focused meeting with the principal to discuss the caseload. The principal shall keep a record of the meeting date, teacher name, concerns, and possible revisions to the caseload.
2. If the teacher feels further consideration is warranted, written notice of the concern shall be submitted to the principal within ten working days following the informal conference. The written notice should express the specific caseload concern and a recommended resolution to the concern.
3. The principal will convene a caseload review committee within ten working days to problem-solve and listen to the concern of the referring teacher. This committee may include members of the district special education team, AEA staff members, and other impartial members as designated by the building principal. A written response shall then be submitted to the teacher and to the district special education director.
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 special education director.
5. Within ten working days after receiving the appeal, the district special education director 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 Superintendent.
6. If dissatisfied with Step 5, the teacher may provide a written appeal to the Superintendent within five working days. The Superintendent will decide within five working days. A written response shall be provided for the parties involved.
7. If dissatisfied with Step 6, the teacher may provide a written appeal to the Central Rivers AEA Director of Special Education or designee, per IAC 281-41.408(g). The Central Rivers AEA Director will meet with the personnel involved with the appeal and then render a written decision.

Question 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 systems for eligible individuals?

School and District-Wide Progress

At least once per year, district administrators will examine their special education district profile to review the district's data relative to progress indicators outlined in our state performance plan (SPP) for special education. District administrators will also examine the district's annual progress report each year to review achievement data as it pertains to students with IEPs in the district. This data will be used to determine priorities and develop an action plan for special education instructional services when necessary.

If the district meets or exceeds APR goals and target goals outlined in our state performance plan for special education, the delivery system will be considered effective.

If the district does not meet APR or SPP target goals, district staff will collaborate with CRAEA staff to develop an action plan to promote progress toward these goals.

Individual

Student progress on IEP goals will be reviewed and discussed on a regular and on-going basis or otherwise determined by a student's progress monitoring measures by the special education teacher and in collaboration with the student's general education teacher(s), AEA consultant/specialist and school administrator as appropriate. This review aims 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 must occur through an IEP team meeting.)

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. **Agreed**

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. **Agreed**
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. **Agreed**
4. The provision of specially designed instruction to eligible individuals with similar special education instructional needs is 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. **Agreed**
 - The district assures prior to the school board's adoption, this delivery system was available for comment by the general public. **Agreed**
 - 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 Regional Administrator). **Agreed**
 - The district assures the AEA Special Education Director verified the delivery system is in compliance with the Iowa Administrative Rules of Special Education. **Agreed**
 - The district assures the school board has approved the service delivery plan for implementation. **Agreed**