



Janesville Consolidated 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 students receiving special education
services ages three to twenty-one.*

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What process was used to develop the delivery system for students receiving special education services?

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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 students receiving special education services, special education teachers, general education teachers, administrators, and representatives from Central Rivers AEA.

On July 10, 2023 a committee of individuals from Janesville Consolidated Schools, the surrounding community and Central Rivers AEA met to review the district's current District Developed 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 officials for review and verification before submitting the plan to the School Board for final approval. The plan was submitted to the Iowa Department of Education and included in the district's C-Plan. The final plan was formally adopted and put in effect on **May ????, 2023**.

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 final 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.
- Step 9:** The plan is included in the designated area of the CSIP.
- Step 10:** The plan is reviewed in connection with the 5 year accreditation cycle or earlier if required by determination given by the state.

Committee Members

District Administrators

BJ Meaney	Superintendent/Principal 9-12
Krista Pugh	Principal PK-8
Micah Monroe	Assistant Principal PK-12

Parents

Katie Johnson	Parent
Sara Evans	Parent

Special Education Coordinators

Heather Howland	Special Education Coordinator
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Teachers

Courtney Smith	Elementary Special Education Teacher
Dana Sorensen	Middle School Special Education Teacher
Shiela McCormick	High School Special Education Teacher
Erin Miller	General Education Teacher

Central Rivers AEA Representatives

Greg Koppes	Regional Coordinator Central Rivers AEA
Kelly Beck	Team Representative Central Rivers AEA
Abbi Gregory	Early Childhood Consultant Central Rivers AEA

How will services be organized and provided to students receiving special education services 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 receiving special education services with the greatest interaction with general education peers and adults, 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 students receiving special education services participate.

The Janesville Consolidated School District offers a full continuum of services for students with an individual education program ages three through twenty-one. Students may access any number of points on the continuum 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)

Janesville Consolidated School District 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.

Janesville Consolidated School District will provide a full continuum of placements by providing instructional services to eligible preschool children while adhering to *Quality Preschool Program Standards (QPPS)*.

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 individuals receiving special education services. Services may be provided within the district or through contractual agreement with other districts and/or agencies. The continuum includes services for students with an IEP ages 3-5.

Janesville Consolidated School District 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 an IEP 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 an IEP and without an IEP. 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 individuals receiving special education services 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 students with an IEP in kindergarten through age 21.

School Age Continuum of Services

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 an IEP 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 special education services. 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 an IEP or to a group of students with IEP's 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 an IEP or a group of students with IEP's 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 with an IEP or a group of individuals with IEP's by a certified special education teacher. The instruction 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 instruction separate from general education peers.

Special School Services: Special School Services are defined as specially designed instruction provided to individual students with the most significant needs. 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 an IEP 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 prescribed by a doctor 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.

Quality Preschool Program Standards (QPPS)

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. Caseloads will be reviewed at least twice during the school year by individual district special education teachers with their principal and/or district special education coordinator.

In determining teacher caseloads, the Janesville Consolidated 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 students with IEP's are on the teacher's roster? _____
 2. Identify each of the students in a category below.
 - a. 1-2 goal areas requiring specially designed instruction ___ x 1.0 _____
 - b. 3 goal areas requiring specially designed instruction ___ x 1.50 _____
 - c. 4+ goal areas requiring specially designed instruction ___ x 2.0 _____
 3. How many students will have transition services included in the IEP? ___ x 0.25 _____
 4. In how many 45 minute periods does the teacher co-teach or provide special class instruction to a group of students? ___ x 2.0 _____
****True co-teaching is when both teachers share all instructional responsibility and accountability for a single group of students for whom they both have equal ownership****
 5. How many students are on a Behavior Intervention Plan (BIP)? ___ x 1.0 _____
 6. With how many paraeducators does the teacher collaborate? ___ x 1.0 _____
 7. Does the teacher serve students at more than one school site or level (preschool, elementary, middle or high school)?
If yes, assign 1 total point. _____
 8. How many students are on Iowa Alternate Assessment? ___ x 2.0 _____
 9. How many students have 3 or more of the following services: ___ x 0.25 _____
AP, AR, AS, AT, AU, CO, DI, GC, HL, HV, IH, IN, IV, NR, OB, OH, OM,
OT, PT, PY, SC, SS, ST, SW, TM, TN, VN, VS, WE ****Do not count SD or TA****
 10. How many students do you complete Medicaid billing for? ___ x 0.5 _____
- 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 Special Education Coordinator to discuss caseload. Such meetings shall be informal in nature and solution-focused. The Special Education Coordinator 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 Special Education Coordinator 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 Special Education Coordinator 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 principal, the special education teacher, Central Rivers AEA staff member, and others as designated. A written response shall then be submitted to the special education teacher.
- 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 Superintendent of Schools.
- 5) Within ten working days after receiving the appeal, the Superintendent of Schools shall convene a meeting with the teacher and Special Education Coordinator to discuss the concern, submit a written response to the teacher, and provide a copy of the response to the Special Education Coordinator and principal.
- 6) If dissatisfied with Step 5, the teacher may provide a written appeal to the Central Rivers AEA Director of Special Education or designee. The Central Rivers AEA Director will meet with the personnel involved with the appeal and then render a written decision.

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 students receiving special education services meet the targets identified in the state’s performance plan? How will the delivery system for students receiving special education services 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 students receiving special education services?

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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 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 (every 2-4 weeks) by the special education and general education teacher(s) along with the AEA Team Representative and Special Education Coordinator 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 must occur through an IEP Amendment with parental consent.)

District: Aggregated by Grade Level and District

The Iowa Core Standards are implemented across the state; the district will be using the FAST screening assessments and the ISASPs to monitor progress toward standards and to determine the need for additional intervention. 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. Grade levels with a subgroup achievement gap; thus, impeding progress toward meeting the district SPP/APR requirement, will develop a plan to close the achievement gap by grade level. These plans will be monitored every semester by the special education coordinator and at the 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

The data for students with IEP's 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 students with an Individual Education Program 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 students with an Individual Education Program 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 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 individuals receiving special education services with similar instructional needs organized according to the type of curriculum and instruction to be provided, and the severity of the educational needs of the individuals receiving services.
- 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 students receiving special education services, 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.