



***Bettendorf Community School District
Special Education
Service Delivery Plan***

July 1, 2021- June 30, 2026

At the regular meeting on Thursday, September 23, 2021, the Bettendorf CSD Board of Education approved the motion of a special education instructional service delivery plan that the was developed by a committee comprised of the following individuals:

AEA representatives	Aaron Roome, Mississippi Bend AEA
Administrative Advisors	David Hlas, Director of Student Services Jayme Olson, Elementary Chad Udhe, BMS Kristy Cleppe, BHS
Parents of Students with Services	Jessica Strief Teri Voyna
General Education Teachers	Kory Esbaum, Kindergarten Andrea Cooper, Vocal Music
Special Education Teachers	Ann Bitter, Elementary Team Leader Susan Adams, BMS Team Leader Shannan Campbell , BHS Team Leader Erika Dvorak, Elementary Behavior Coach Dain Hendrickson, Secondary Behavior Coach
Preschool Teacher	Cara Kramer

In accordance with the state's guidance for the development of the special education instructional service delivery plan, the appointed committee met to address a set of five questions and to provide district assurances to support the implementation and delivery of the plan.

Question 1

What process was 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, administrators, and at least one representative of the AEA.

Further, the committee met on the following dates:

- June 2, 2021 Full committee met to review previous plan, explore new options and discuss changes
- June 9, 2021 Full committee met to continue revising our plan and created new rubrics to be used
- June 21, 2021 Service Delivery plan presented to School Board
- June 24, 2021 Full committee to determine caseloads was sent a draft of the created plan for review and no changes were made
- July 7, 8, 13 and 14, 2021 special education teachers met to determine caseload recommended roster limits in small groups or individually with Director of Student Services
- The School Board will vote whether to accept the Service Delivery Plan on September 23, 2021 at the regularly scheduled meeting.

Question 2

How will service be organized and provided to eligible individuals?

Continuum of Services

1. General education with consultation. The student is served in the general education classroom without any accommodations or modifications to the curriculum, instruction, testing or grading. The service provider (ie audiology, OT, PT, speech, vision) is responsible for consulting with general education teachers and monitoring the student's progress according to the IEP.

2. 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 and accommodations. The service provider is responsible for monitoring the student's progress on IEP goals.

3. 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.

4. General education with direct special education support outside the general education classroom. The student receives special education support 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 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.

5. Regular Early Childhood Program with Teacher holding Dual Endorsements (i.e. Ed 100). 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 pre-kindergarten and early childhood special education. The teacher is responsible for direct instruction, preparation of materials, adaptations 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.

Notes:

- *Students may receive different services at multiple points along the continuum based on the IEP. The continuum includes services for eligible individuals ages 3 to 21.*
- *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.*
- *When describing services for early childhood children, the district must adhere to federal data reporting definitions of settings for preschool.*
- *The service provider may include, but not be limited to Occupational Therapy, Physical Therapy, Speech, General Education teacher, Special Education teacher, work experience coordinator, and other professionals delivering services in the IEP.*

Question 3

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

Caseload Determination

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 three times during the school year by individual district special education teachers with their building principal and/or special education coordinator.

In determining teacher caseloads, the Bettendorf 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.

“The full continuum of placements providing instructional services to eligible preschool children must implement one of the three Preschool Program Standards as defined by the Iowa Department of Education. Therefore, when addressing Question 3, the district’s regular early childhood program and early childhood special education programs must meet the criteria of the Preschool Program Standard being implemented regarding maximum class size and teacher-child ratios.”

In determining special education caseloads, the Bettendorf Community School District will use the following values to assign points to the caseloads of each teacher in the district. A caseload score of 120 points or more will trigger a review between the special education teacher and building administrator. A special education teacher with a caseload score below 120 points is still able to have their caseload reviewed upon request to the building administrator.

Bettendorf Community School District Special Education Teacher								
Caseload Determination								
Teacher: _____				Student: _____				
	Curriculum	IEP Goals	Specially Designed Instruction	Joint Planning & Consultation for Instructional & Support Services	Paraprofessional Support	Assistive Technology	Behavior Intervention Plans (BIP's)	Other Services (Medicaid, Speech, OT, PT, hearing/vision itinerant, health plan, adaptive behavior, work experience)
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.	Student requires no specially designed instruction.	Joint planning occurs that is typically provided to all students.	Individual support needed is similar to that of average peers.	Assistive technology use is similar to average peers.	Student does not require a Behavior Intervention Plan.	Student requires support services that are provided to all general education services that can be reasonably sustained by general education.

One Point	Student requires accommodations to the general education curriculum.	Student has 1-2 IEP goals monitored/ supported by special education teacher.	25% or less of instruction is specially designed and/or delivered by special education personnel.	Joint planning between special education teachers and other personnel is designated as Support for School Personnel consultation and collaboration up to 30 min per week.	Additional individual support from an adult is needed for 25% (100 min) or less of the school day.	Assistive technology trials are being performed and documented within IEP.	Student requires a BIP, along with daily check-ins/check-outs documented on Page F of IEP	Student requires 1 additional service.
Two Points	Student requires both accommodations & modifications to the general education curriculum	Student has 3 IEP goals or goals in more than one area monitored/ supported by special education teacher	26-75% or less of instruction is delivered by special education personnel.	Joint planning between special education teachers and other personnel is designated as Support for School Personnel consultation and collaboration 31-60 min per week.	Additional individual support from an adult is needed for 26% (101 min) to 75% (300 min) if the school day.	Assistive technology is being utilized.	Student requires BIP with daily/weekly fidelity checks and data collection in addition to goal monitoring.	Student requires 2-3 additional services.
Three Points	Student requires significant modifications and adaptations to the general education curriculum. Student is on IAA	Student has 4 or more IEP goals or goals in more than one area monitored/ supported by special education teacher.	76-100% of instruction is specially designed and/or delivered by special education personnel.	Joint planning between special education teachers and other personnel is designated as Support for School Personnel consultation and collaboration more than 60 min per week.	Additional individual support from an adult is needed for 76% (301 min) to 100% (420 min) of the school day.	Assistive technology and AIM are required for student to access general education curriculum.	Student requires BIP with a safety plan that includes 3 or more of the following: CPI de-escalation, room clears, physical addression, weekly/daily integrity checks and time-intensive data analysis and planning.	Student requires 4 or more additional services.

Question 4

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

Resolving Caseload Concerns

Special education caseloads will be reviewed at least three times per year by the Director of Special Services, special education teachers and the building administrators according to the following schedule:

- On/about September 15
- On/about December 1
- On/about February 20

1. **Informal:** Teacher shall request and shall be granted a meeting with the building Principal to discuss caseload, within 10 working days of request. 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 the caseload. The individual requesting the review is responsible for gathering relevant information to support his/her request. This information might include, but is not limited to: IEP's, schedule and instructional groupings, collaborative/co-teaching assignments, or number of grades served.

2. **Written Notice:** 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. **Review Committee:** The building Principal shall convene a review committee within ten working days to listen to the concern from the referring teacher and to problem solve. This committee will include the building Principal and the special education teacher and may include a special education colleague within the building, a Mississippi Bend AEA staff member, and others, as helpful. Prior to this meeting, relevant data shall be gathered as outlined in the Caseload Determination document contained in the District Special Education Plan. The teacher should also include his/her schedule. This data shall be given to the Principal at least one school day prior to the meeting. During the meeting, the review committee will consider available resources and scheduling possibilities. Corrective actions considered may include: realigning students, reviewing assignment of paraprofessionals, reorganizing teacher resources, or prioritizing collaboration efforts to improve the delivery of special education services to all special education students. Within five working days after the meeting, the Principal shall submit a written response (resolution) to the teacher and to the Director of Student Services.

4. **Written Appeal:** 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 Director of Student Services. The written appeal should clearly state the concern, the proposed resolution(s) suggested by the review committee and all of the 'relevant data' that was gathered prior to the review committee meeting.

5. **Central Administrator Review:** Within ten working days after receiving the appeal, the Director of Student Services shall convene a meeting with the teacher and Principal

to discuss the concern. The Director of Student Services shall then submit a written response to the teacher as well as provide a copy of the response to the Principal.

6. Written Appeal to Central Administration: If dissatisfied with the response from the Director of Student Services, the teacher may provide a written appeal, which will be distributed to both the Director of Student Services and Associate Superintendent. This written appeal should occur within five working days of receiving the response from the Director of Student Services. The Associate Superintendent will make the final decision within five working days. A written response shall be provided to all parties involved.

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 system for eligible individuals?

The district will examine the state performance plan (SPP) and/or the annual progress report (APR) student group data for the district to determine priorities and to develop any subsequent action plans.

If the district meets the SPP/APR requirements, the delivery system will be considered effective. If the district does not meet those requirements, the district will work in collaboration with the District's Curriculum Leaders, State consultants, and AEA officials to further examine data to address the district's concerns.

Assurances

- X 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.
 - (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.
- X The district assures the school board has approved the development of the plan for creating a system for delivering specially designed instructional services.
- X The district assures that prior to the school board adoption, this delivery system was available for comment by the general public.
- X 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).
- X The district assures the AEA Special Education Director verified the delivery system is in compliance with the Iowa Administrative Rules of Special Education.
- X The district assures the school board has approved the service delivery plan for implementation.