



District-Developed Service Delivery Plan

Developed 2023-2024 school year



Table of Contents

Plan Component	Page
Steps to Completing the Service Delivery Plan and Iowa Administrative Code	3
Committee Members	4
Continuum of Services	5-11
C/B Transition Process	12
Caseload Determination and Process to Review	13-14
Plan Evaluation and Assurances	15



Overview of the Steps to Completing the Service Plan

Step 1: The district selects the committee.

Step 2: The committee reviews and analyzes data to develop the plan.

Step 3: The plan is available on the district website for public comment

Step 4: The AEA Special Education Director verifies plan compliance

Step 5: The district school board approves the plan prior to adoption.

Step 5: The Plan is included in the district Comprehensive School Improvement Plan

Step 6: The plan is reviewed every 5 years as a part of the district's Comprehensive School Improvement Cycle

Iowa Administrative Code

Iowa Administrative Code Rule 41.408 (2) "C"

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 AEA representative.

The Vinton-Shellsburg School District's first Special Education Plan was developed in 2010 and again in 2019. In April 2024 the Vinton-Shellsburg Community School District Service Delivery Plan committee reviewed the plan. The committee made the necessary modifications and adjustments they believe were relevant to the district's education of students entitled to special education services.

The plan will be shared with special education teachers, general education teachers via an email communication from the special education facilitator. It will also be shared with all community stakeholders by posting the plan on the district website.



2024 Committee Members

Parent-Lisa Marter

Early Childhood Special Education Teacher-Jane Stolen

Elementary Special Education Teacher-Jill Reeve

Middle School Special Education Teacher-Amy Condry

High School Special Education Teacher-Laura Hammersley

General Education Teacher - Chelsea Lorenzen

Grant Wood AEA Building Representative-Melissa Williams, Jessica Stimmel

Grant Wood AEA Regional Administrator-Darrin Strike

Special Education Facilitator-Stephanie Miller

Administrator-Kyle Koeppen

Committee Dates

Committee Approval Date Monday, November 27, 2023

Meeting #1 Tuesday, November 28 , 2023

Meeting #2 Tuesday, December 12, 2023

Meeting #3 Tuesday, February 6, 2024

Public Commit Period: February 19th - March 15th 2024

School Board Approval Date: Monday, March 18, 2024

Submit to AEA by April 1



Continuum of Services for Students Ages 3-21

Introduction to the Continuum of Services at Vinton-Shellsburg Community School District

Special Education Services are provided in a variety of ways to meet the individual needs of eligible individuals. The least restrictive environment (LRE) is the educational environment that enables learners with disabilities to receive an appropriate education and provides the learners with maximum opportunities for interaction with peers without disabilities.

Removal from the general education environment may occur only if the nature or severity of the disability is such that education in regular classes (with the use of supplementary aids and services) cannot be achieved satisfactorily. [41.114(2)b] Supplementary aids and services are aids, services, and supports that enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate. [41.42]

Therefore, a continuum of services is provided. The continuum includes services for eligible individuals ages 3 to 21. Services may be provided within the district, or through contractual agreement with other districts and/or agencies.

Students may receive different services at multiple points along the continuum based on the Individualized Education Program (IEP).

When developing an eligible individual's IEP and placement, the team shall consider the following questions, as well as any other factors appropriate under the circumstances, regarding the provision of special education and related services [41.116(4)a.]:

- 1) What accommodations, modifications and adaptations does the individual require to be successful in a general education environment?
- 2) Why is it not possible for these accommodations, modifications and adaptations to be provided within the general education environment?
- 3) What supports are needed to assist the teacher and other personnel in providing these accommodations, modifications and adaptations?
- 4) How will receipting of special education services and activities in the general education environment impact this individual?
- 5) How will provision of special education services and activities in the general education environment impact other students?

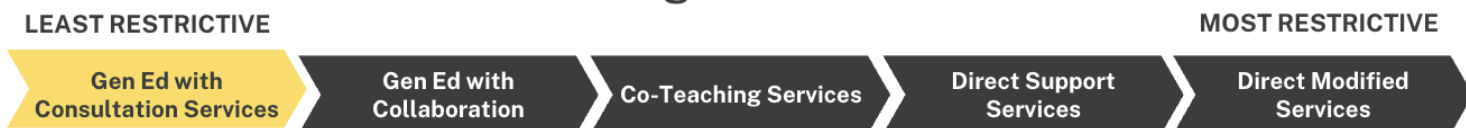


General Education with Consultation Services

The student is served in the general education classroom without any accommodations or modifications to the curriculum, instruction, testing or grading. The special education teacher and service provider is responsible for consulting with the general education teacher and monitoring the student's progress according to the IEP.

<p>General Ed Teacher Role and Responsibilities</p> <ul style="list-style-type: none"> • Oversee all general education instruction • Implement high-quality differentiation practices • Deliver collaboratively designed content instruction in the general education class, including assessments and progress reporting measures • Provide specially designed instruction, accommodations, and modifications needed to enable access • Consult regularly and frequently with the special educator • Engage in ongoing communication and professional learning with special educators to assist with understanding of learning progressions within the Iowa Core 	<p>Special Ed Teacher Role and Responsibilities</p> <ul style="list-style-type: none"> • Assist the general education teacher with the instructional design and preparation of materials, application of skills in the general education setting, as well as adaptations and accommodations and/or modifications as outlined in the IEP (indirect services). • Monitor the learner's progress on IEP goals. • Understand high-quality instructional and differentiation practices • Aware of available resources • Engage in regular and frequent consultation with general educators to oversee the general educator's provision of accommodations, modifications, SDI, data collection, and data analysis • Engage in ongoing communication and professional learning with general educators to understand learning progressions within the Iowa Core
--	--

Vinton-Shellsburg Continuum of Services



STUDENTS MAY RECEIVE DIFFERENT SERVICES AT MULTIPLE POINTS ALONG THE CONTINUUM BASED ON THE IEP.

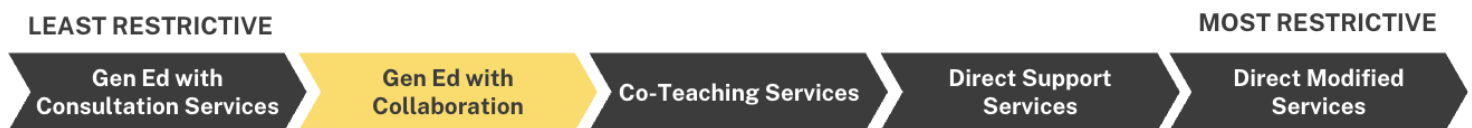


General Education with Collaboration

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.

<p>General Ed Teacher Role and Responsibilities</p> <ul style="list-style-type: none"> • Oversee all general education instruction • Implement high-quality differentiation practices • Collaboratively provide SDI within specific skill areas and instructional activities during targeted times • Collaboratively provide accommodations and/or modifications needed to enable access • Engage in ongoing communication and professional learning with special educators to assist with understanding of learning progressions of the Iowa Core 	<p>Special Ed Teacher Role and Responsibilities</p> <ul style="list-style-type: none"> • Provide direct collaboratively designed instruction (or other assistance as documented in the IEP) to the learner or group of learners in the general education classroom at targeted times • Monitor the learner’s progress on IEP goals. • Collaboratively implement high-quality differentiation practices • Collaborative provision of accommodations and modifications needed to enable access • Engage in ongoing communication and professional learning with general educators to understand learning progressions within the Iowa Core • Understand the general education curriculum • Awareness of available resources • Collaboratively provide and oversee the provision of SDI and goal progress within specific skill areas and instructional activities • Provide strategy and skill instruction (including remediation, pre-teaching or reteaching) to students with IEPs outside of the general education classroom only as needed.
--	---

Vinton-Shellsburg Continuum of Services



STUDENTS MAY RECEIVE DIFFERENT SERVICES AT MULTIPLE POINTS ALONG THE CONTINUUM BASED ON THE IEP.



Co-Teaching Services

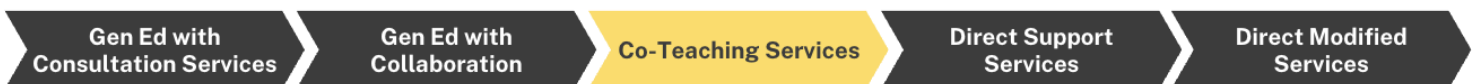
Co-teaching services are defined as specially-designed instruction provided to a group of disabled and non-disabled students in the general education setting. The special education teacher and the general education teacher provide services in partnership to meet the content and skill needs of students 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.

<p style="text-align: center;">General Education Teacher Role/Responsibilities</p> <ul style="list-style-type: none"> ● Collaboratively provide SDI ● Engage in ongoing communication and professional learning with special educators to assist with understanding of learning progressions within the Iowa Core 	<p style="text-align: center;">Special Education Teacher Role/Responsibilities</p> <ul style="list-style-type: none"> ● Collaboratively provide and oversee the provision of SDI and goal progress within specific skill areas and instructional activities ● Engage in ongoing communication and professional learning with general educators to understand learning progressions within the Iowa Core ● Actively involved in provision of instruction in the general education classroom daily ● Understand the general education curriculum & aware of available resources
<p>General Education AND Special Education Teacher Responsibilities:</p> <ul style="list-style-type: none"> ● Co-plan, co-deliver, co-assess instruction within the general education classroom ● Collaboratively implement high-quality differentiation practices ● Collaboratively provide accommodations and modifications needed to enable access 	

Vinton-Shellsburg Continuum of Services

LEAST RESTRICTIVE

MOST RESTRICTIVE



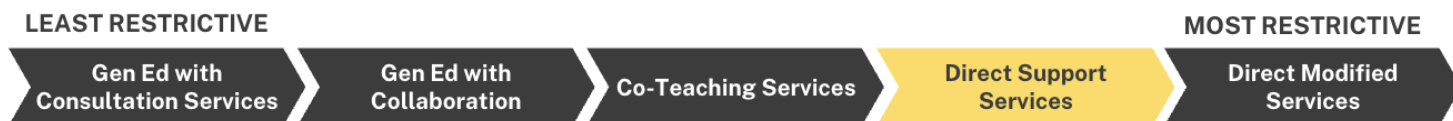
STUDENTS MAY RECEIVE DIFFERENT SERVICES AT MULTIPLE POINTS ALONG THE CONTINUUM BASED ON THE IEP.

Direct Supportive Services

Direct Supportive 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 supplementary instruction that cannot otherwise be provided during the students regular instruction time. These services are provided in an individual or small group setting for a portion of the day. Direct Supportive Services supplement the instruction provided in the general education classroom through Consulting Teacher Services or Collaborative/Co-teaching services. The specially designed instruction provided in the Direct Supportive Service does not supplant the instruction provided in the general education classroom.

General Education Teacher Role/Responsibilities	Special Education Teacher Role/Responsibilities
<ul style="list-style-type: none"> ● Oversee all general education instruction ● Provide accommodations and/or modifications needed to enable access ● Engage in ongoing communication and professional learning with special educators to assist with understanding of learning progressions within the Iowa Core 	<ul style="list-style-type: none"> ● Provide specially designed instruction that aligns with the Iowa Core ● Monitor the learner’s progress on IEP goals. ● Understand high-quality instructional practices ● Implement high-quality differentiation practices ● Engage in ongoing communication and professional learning with general educators to understand learning progressions within the Iowa Core ● Knowledge of available resources

Vinton-Shellsburg Continuum of Services



STUDENTS MAY RECEIVE DIFFERENT SERVICES AT MULTIPLE POINTS ALONG THE CONTINUUM BASED ON THE IEP.



Direct Modified Services

Direct Modified 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 in collaboration with a general education teacher certified in the area of instruction. The special education teacher will 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.

General Education Teacher Role/Responsibilities	Special Education Teacher Role/Responsibilities
<ul style="list-style-type: none"> ● Oversee all general education instruction ● Provide accommodations and/or modifications needed to enable access ● Engage in ongoing communication and professional learning with special educators to assist with understanding of learning progressions within the Iowa Core 	<ul style="list-style-type: none"> ● Provide specially designed instruction that aligns with the Iowa Core or the Iowa Essential Elements ● Monitor the learner’s progress on IEP goals. ● Understand high-quality instructional practices ● Implement high-quality differentiation practices ● Engage in ongoing communication and professional learning with general educators to understand learning progressions within the Iowa Core ● Knowledge of available resources

Vinton-Shellsburg Continuum of Services



STUDENTS MAY RECEIVE DIFFERENT SERVICES AT MULTIPLE POINTS ALONG THE CONTINUUM BASED ON THE IEP.



Integrated Preschool/Early Childhood Special Education (ECSE)

The Vinton-Shellsburg Community School District has instructional services and placements for preschool children in the regular early childhood program. Children are served in the regular education childhood classroom by a teacher who holds a valid teaching license that includes prekindergarten and early childhood special education endorsements. The teacher is responsible for direct instruction, preparation of materials, adaptations to materials, as well as accommodations and modifications in implementing the IEP. The regular early childhood program will implement the criteria of the Iowa Quality Preschool Program Standards.

Other Information:

- 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.



C/B Transition Process for Preschool

Prior to the Disability Suspected/Full Individual Evaluation (DS/FIE) Meeting

- Between 2 years, 3 months and 2 years 9 months Part C have conversations with families regarding transition
- Part C staff will notify Part B staff by 2 years, 6 months that a student is on the horizon for transition (can share details with Part B AEA colleagues at this point but not Part B LEA staff).
- Part C staff complete "potentially eligible form" in ACHIEVE with the family at a transition meeting prior to 2 years, 9 months. Invite Part B facilitator in ACHIEVE system.
- Part C Staff send a separate email to the Part B facilitator to ensure they received the invite in ACHIEVE.
- Part B facilitator opens DS/FIE in ACHIEVE.
- Part C staff contacts the full Part C team (anyone serving the child), parents and Part B person to schedule DS/FIE meeting, including location. The following are required to be present at this meeting: Part C coordinator, parents, Part B person, LEA Admin may be invited but are not required to attending order for the team to proceed.
- FIE should be signed on or between 2 years, 9 months and 2 years 10 months.

At DS/FIE meeting

- Part B staff offers a copy of Procedural Safeguards to parents and gives a summary of rights.
- Part C discusses the DS with parents. Part B covers the FIE.
- Team reviews information in the DS/FIE (what's there and why).
- Team answers parent questions about DS/FIE transition process.
- Team determines the location(s) of observation/interventions. It is recommended that this be at school.
- Parent sign consent for evaluation or decline evaluation.

Following DS/FIE meeting

- Part C and Part B collaborate for evaluation to determine RIOT designations.
- In the ACHIEVE system, Part B assigns team members to assessment areas.
- Part C continues to provide services in the home.
- Part C and Part B collaborate on an Education Evaluation Report (EER).

Prior to Eligibility Meeting

- Part B sends a meeting notice to all team members.
- Part B and Part C create an agenda for the meeting.
- Part B shares a draft copy of EER with the team so they can review prior to the meeting.

At Eligibility Meeting

- Part B staff offers a copy of the Procedural Safeguards to parents and give summary of rights.
- Part C and Part B collaborate to present information on EER with parent input.
- Part C, Part B and parents give input on eligibility decision.
- If a child is determined eligible for Special Education services, an IEP meeting is scheduled within 30 days with school staff, Part B and family.
- If a child is eligible, the PreK Teacher will coordinate with parents to set up a school visit.
- If a child is not eligible, Part C providers will revisit other options with their family to consider after the child's third birthday.



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. The Special Education Director will review caseloads at least three times during the school year.

A “full” teacher caseload will be considered to be no more than *** total points. If a teacher’s caseload exceeds this number, the teacher, the Special Education Facilitator and school administrator will meet to discuss whether the teacher is able to provide the services and supports specified in his or her students’ IEPs. If the teacher is able to do so, no further action is needed. If the teacher is unable to provide the services and supports specified in his or her students’ IEPs, a plan of action will be developed. If the teacher is not satisfied that the plan of action or the plan of action does not meet the requirements of his or her students’ IEPs, the teacher may initiate the process for resolving caseload concerns that is described in this plan.

In determining special education teacher caseloads, the Vinton-Shellsburg School District will use the following values to assign points to each student’s IEP. Rubric point values for all IEPs on a roster will be totaled to create the caseload total.

	Curriculum Accommodations	IEP Goals Teacher progress monitors	LRE	Joint Planning/ Co-Teaching	FBA/BIP	Medicaid	Assessment	Transition Plans/Reevals	Associate Support	Assistive Tech	Physical Assistance	Post Secondary Expectations
0	Student is functioning in the general education curriculum at a level similar to peers	No IEP goals listed in IEP	No SDI listed in the IEP	No joint planning listed in IEP	NO FBA/BIP	No Medicaid	Standard assessment	No upcoming PK or secondary transition or Reeval planning	No associate Support	No Assistive Technology that is listed in the IEP	No physical assistance needed from teacher	No PSE involved
1	Student requires accommodations to be successful in core classes	1-2	25% or less of instruction is specially designed and/or delivered by special education personnel	Special education teachers conduct joint planning with 1-2 service providers over the course of each month for this student	Requires limited time assessment, planning, data collection and communication with others (not more than 2 hours per month)	Medicaid billing for Individual Health Plan.	standard with accommodations	Upcoming IEP PK or secondary transition planning OR reevaluation	Requires associate support for 90 minutes or less	Student is mostly independent to us, limited time involved by teacher to assist in using assistive tech	Requires teacher to regularly assist with physical assistance as described below	Participates in Iowa Voc Rehab
2	Student requires significant modifications to be successful in core classes	3	26-75% or less of instruction is specially designed and/or delivered by special education personnel	Special education teachers conduct joint planning with 3 to 4 service providers over the course of each month for this student	Requires 2 to 4 hours monthly for assessing, planning, data collection and communication with others	Medicaid billing for Behavior Intervention Plan.	Iowa DLM	Upcoming IEP requires PK or secondary transition planning AND reevaluation	Requires associate support for 250 min or less	Student is developing independence, but still needs instruction and considerable modeling to using assistive tech		Participates in job shadow opportunity
3	Student requires all of their core classes to be modified based on the Essential Elements or based on BIP	4 or more	76 to 100% of instruction is specially designed and/or delivered by special education personnel	Special education teachers conduct joint planning with 5 or more service providers over the course of each month for this student	Requires more than 4 hours for assessing, planning, data collection and communication with others		Iowa DLM and ELAA		Requires full time associate support	Student requires explicit teaching and constant modeling with assistive tech devices		Participates in V-S Work Experience Program

* Physical assistance includes diapering, clothing, hearing aid service and transferring a student when a teacher is needed for assistance

*Please count only upcoming re-evaluations or transition plans.

*Joint Planning/Co-Teaching should consider regular collaboration, not including "as needed" services. Can include gen ed teachers, co-teaching, IVRS, AEA staff.

Early Childhood Special Education:

The Vinton-Shellsburg School District’s Early Childhood Special Education Program (ECSE) will implement the criteria of the selected program standards regarding maximum class size and teacher-child ratios.



Process for Review and Resolving Caseload Concerns

The Special Education Facilitator will conduct a scheduled review of teacher caseloads as follows:

1. May of previous year
2. By 10th school day of the new school year
3. By November 15
4. By February 1

Upon review, if there appears to be an overload, the teacher may request and the Special Education Facilitator will arrange a Caseload Assistance Team (CAT) meeting. The CAT will be comprised of two (2) special education teachers, a building administrator, Special Education Director, and an AEA representative. The CAT team will review rosters for all teachers in the building to identify ways to make them equitable and will make recommendations as to whether there is a need for adjustment to the teacher's schedule or roster.

At any other time, a teacher may request a caseload review by submitting, in writing, the request to the building principal and the Special Education Facilitator. The Special Education Facilitator must convene the CAT within five (5) working days. A resolution and written decision must be made available to the teacher within five (5) days after the CAT meeting.



Evaluating the Effectiveness of the Service Delivery Plan

The district will examine data from various sources (EdInsight, ESSA/SAMI, Iowa School Performance Profiles, State Performance Plan, Iowa Statewide Assessment of Student Progress, FASTBridge, Annual Progress Report, etc) to determine priorities and develop action plans. If the district meets criteria for ESSA under Iowa's Differentiated Accountability Plan, the delivery system will be considered effective. If the district does not meet requirements it will work in collaboration with various support networks including Grant Wood AEA to create an action plan and make recommendations for improvement.

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.
 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 the school board has approved the development of the plan for creating a system for delivering specially designed instructional services.
 - The district assures 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.