

Updated: April 21, 2025

Riceville Community School District

“The Riceville Community School District is committed to providing a balanced education focusing on academic excellence, high expectations of performance, respect of self and others, and integration of technology in collaboration with parents, students, and our global society.”

District Developed Service Delivery Plan for Special Education



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What process was used to develop the special education delivery system for eligible individuals?

This District Developed Service Delivery Plan (DDSDP) was developed in accordance with the Iowa Administrative Code Rule 41.408 (2) "C". The group of individuals who developed the plan included parents of eligible individuals, special education teachers, general education teachers, administration and Keystone AEA staff and administrators.

- **District Developed Service Delivery Plan (DDSDP) Development Team**

- Heather Suckow, PK-5 Principal
 - Marcia Grimm, 6-12 Principal
 - Samantha Burke, Preschool Teacher (Dual-Certified)
 - Kayla Kraft, Special Education Teacher
 - JoLynn Eastman, Special Education Teacher
 - Al Feldt, Special Education Teacher
 - Tammi Mueller, General Education Teacher
 - Kelly Houser, General Education Teacher
 - Elizabeth Baethke, Parent
 - Katie Van de Walker, Parent
 - Bethany Schleeter, Parent
 - Teresa Fraizer, Parent
 - Kari Christenson, Director of Special Education
 - Donna Hejhal, Keystone AEA Special Education Consultant
 - Alicia Helle, Keystone Regional Administrator
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- The first meeting was held on January 29, 2025. The current DDSDP plan was reviewed and input was provided by the team members on revisions for the current plan.
 - A draft DDSDP plan was created based on the suggested revisions and this draft was electronically sent to the team members for review on February 14, 2025.
 - The second meeting was held on February 19, 2025. Team members discussed the revised DDSDP and made final edits to the plan.
 - The opportunity for the public to view and provide comments on the plan was provided between February 21, 2025 and March 12, 2025. The plan could be viewed through the Wildcat Wire and at the Riceville CSD School Office (912 Woodland Ave.). No public comments were received.
 - The completed plan was submitted to Keystone AEA for approval on March 13, 2025. Annette Hyde, Keystone AEA Director of Special Education approved the plan on March 28, 2025.
 - The completed plan was submitted to the Riceville Community School Board for approval. The board approved the completed District Developed Service Delivery Plan on April 21, 2025.

How will services be organized and provided to eligible individuals?

A learner eligible for special education services in Iowa is entitled to Specially Designed Instruction (SDI) that meets his/her unique needs as a learner with a disability, and is provided at no cost to the family. This includes adapting as appropriate content, methodology, or delivery of instruction to address his/her unique needs that result from a disability and ensures access to the general curriculum, so that he/she can meet the educational standards that apply to all children (IAC 41.39). These special education and related services must be designed to meet the learner's unique needs and prepare them for further education, employment and independent living (CFR300.1; IAC 41.1).

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 general education 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).

Riceville's Early Childhood Continuum

Area on Continuum	Inclusive Early Childhood Setting	Early Childhood Setting w/Services Provided by Licensed EC Special Educator	Direct Support in an Early Childhood Setting
Description	This model is described as a general education early childhood program with the teacher holding dual endorsements to teach both general and special education. The student is served in an inclusive general education setting with a teacher who is responsible for direct instruction, preparation of materials, accommodations and/or modifications as outlined in the IEP. The teacher with this dual endorsement is responsible for monitoring the student's progress on the IEP goal areas.	This model is described as a general education early childhood program with the general education teacher holding licensure for pre-kindergarten. The general education teacher is responsible for classroom instruction and implementation of adaptations and accommodations as specified in students' IEPs. The licensed early childhood special educator is responsible for providing or monitoring the provision of SDI described in students' IEPs and monitoring student progress on IEP goal areas.	This model is described as an early childhood program where the special educator provides direct support to students in a special setting or class. The student could receive some or all of their support and services in this special setting as outlined in the IEP. The special educator is responsible for providing SDI that aligns with the Iowa Early Learning Standards, and monitoring the student's progress on the IEP.

Riceville's K-12 Special Education Continuum

Area on Continuum	General Education	General Education with Consultation	General Education with Collaboration	General Education with Co-teaching	General Ed with Direct Support and/or Instruction	Specialized Setting
Description	Core instruction	Consultative support between general and special educators and/or service provider	Collaborative support between general and special educators and/or service provider	Two teachers co-plan and co-teach to meet the needs of multiple learners	Direct support from a special education staff within the comprehensive school building	Direct support from special education staff outside the comprehensive school building.
Examples	General education classroom, virtual (online) learning	Indirect support from a special educator / service provider to help with instructional design, materials, adaptations, accommodations, and more in the general education setting	Direct support from a special educator / service provider to provide SDI in the general education setting	Direct support from a special education co-teacher to collaboratively design and implement SDI in the general education setting	Designated classrooms where students receive services outside of the general education classroom (i.e. behavior focus, extended core/IAA)	Separate educational setting or special school, hospital or homebound services

Each service delivery model along Riceville's K-12 continuum is described on the following pages, including specific roles and responsibilities of the general and special educators supporting the eligible individual within each model. The service delivery models are listed from least restrictive to most restrictive.

General Education with Consultation

The learner is served in the general education classroom with consultation and support from the special education teacher. A special education teacher serves in a consultative role to a general education teacher who carries the primary responsibility for collaboratively designed instruction. The model allows a special education teacher to partner with multiple general education teachers without being physically present in the same classroom at the same time.

General Education Teacher Role/Responsibilities	Special Education Teacher Role/Responsibilities
<ul style="list-style-type: none">• Oversee all general education instruction• Implement differentiation of instruction• Provide specially designed instruction, accommodations, and modification needed for all students to enable access• Consult regularly and frequently with special education staff to assist with the understanding of implementing special education supports and services• Deliver high-quality instruction in general education including assessments and progress monitoring	<ul style="list-style-type: none">• Assist the general educator with preparing materials & instructional design in the general education setting; adapt and accommodate and/or modify as described in the IEP (these are indirect services)• Monitor progress on roster students' IEP goals• Understand high-quality differentiation and instructional practices• Assist with finding available resources• Engage in regular conversations and consultation with general educators to oversee provision of accommodations, modifications, SDI, data collection, and data analysis• Engage in ongoing professional learning with general educators to understand progressions with Iowa Core

General Education with Collaboration

The learner receives special education support in the general education classroom through the collaborative model, in which the special education teacher pushes into the general education classroom at targeted times for the purpose of sharing responsibility to provide SDI, accommodations, and/or modifications. This allows the learner to access the general education curriculum and related learning activities, resulting in increased capacity of general educators to differentiate and execute the IEP with fidelity. This allows a special education teacher to partner with multiple general education teachers without being physically present in the same classroom at the same time.

General Education Teacher Role/Responsibilities	Special Education Teacher Role/Responsibilities
<ul style="list-style-type: none">• Oversee all general education instruction• Implement differentiation of instruction• Collaboratively provide specially designed instruction, accommodations, and modification needed for all students to enable access• Collaborate regularly and frequently with special education staff to assist with the understanding of implementing special education supports and services• Understand the district's Iowa Core curriculum	<ul style="list-style-type: none">• Provide direct collaboratively designed instruction (or other supports as outlined in the IEP) to the learner or group of learners in the general education setting at targeted times• Monitor progress on roster students' IEP goals• Collaboratively implement high-quality differentiation and instructional practices• Assist with finding available resources• Understand the district's Iowa Core curriculum• Collaboratively oversee & provide provision of SDI and progress monitoring within specific skill areas and instructional activities in alignment to the IEP goal(s).• Provide strategy and skill instruction to students with IEPs outside the general education classroom only as needed (including remediation, pre-teaching, re-teaching, etc.)

General Education with Co-Teaching

The learner receives direct special education support and services in the general education classroom through the co-teaching model. This model utilizes both special and general educators to meet content and skill needs through the provision of accommodations and/or modifications, and delivery of specially designed instruction within a least restrictive environment. Co-teaching is defined as two teachers physically present in a heterogeneous classroom with joint and equal responsibility for classroom planning, instruction, and assessment. Following are several examples of co-teaching models that Riceville CSD uses:

- Station teaching: Teachers are at stations and students move from station to station.
- Parallel teaching: Teachers simultaneously provide instruction through the use of such structures as split class, cooperative learning, and lab settings. Teachers can provide the same content during parallel teaching.
- Alternative teaching: Teachers simultaneously provide instruction on different content in separate flexible groups.
- Teaming: Teachers jointly present the same content at the same time through such structures as “tag team,” “speak-and-chart” and other teaming structures.
- One teach, one observe*: One teacher provides instruction, while the other observes student learning to assess learning and gather data.
- One Teach, one assist*: One teacher provides instruction while the other teacher assists individual students or small groups.

** It is not recommended to use One Teach, One Observe or One Teach, One Assist as the primary approach.*

**It is not recommended to consistently rely on only one approach.*

General Education Teacher Role/Responsibilities	Special Education Teacher Role/Responsibilities
<ul style="list-style-type: none">• Collaboratively Provide SDI• Engage regularly and frequently with special education staff to assist with the understanding of implementing special education supports and services• Understand the district’s Iowa Core curriculum and available resources	<ul style="list-style-type: none">• Collaboratively provide and oversee the provision of SDI and goal progress within specific skill areas and instructional activities• Actively provide instruction in the general education setting as documented in the IEP• Understand the district’s Iowa Core curriculum and available resources• Engage regularly and frequently with general education staff to assist with the understanding of implementing special education supports and services
Both Educators Responsibilities <ul style="list-style-type: none">• Co-plan, co-instruct, and co-assess instruction within general education classroom• Collaboratively implement high-quality differentiation practices• Collaboratively provide specially designed instruction, accommodations, and modification needed for all students to enable access	

General Education with Direct Support and/or Instruction (in a specialized setting)

The learner receives specially designed instruction and support aligned to the general education curriculum without access to typically developing peers.

The IEP team must take into account:

- The accommodations, modifications and adaptations an individual may require to be successful in a general education environment.
- Potential barriers to providing these accommodations, modifications and adaptations within the general education environment
- The supports needed to assist the teacher and other personnel in providing accommodations, modifications and adaptations
- The impact on the individual provided special education services and activities in the general education environment, and
- The impact on other students when providing special education services and activities in the general education environment

When the services cannot be appropriately provided in the general education setting, the learner may receive some [or, on rare occasions, all] services he/she needs in a special education or separate educational setting. This may include, but is not limited to special classes, separate settings, special schools, home instruction, and instruction in hospitals and institutions.

General Education Teacher Role/Responsibilities	Special Education Teacher Role/Responsibilities
<ul style="list-style-type: none">• Oversee all general education instruction• Provide accommodations and modifications needed for all students to enable access• Engage regularly and frequently with special education staff to assist with the understanding of implementing special education supports and services	<ul style="list-style-type: none">• Provide SDI that aligns with the Iowa Core• Monitor progress on roster student's IEP goals• Understand and implement high-quality differentiation and instructional practices• Assist with finding available resources• Engage regularly and frequently with general education staff to assist with the understanding of implementing special education supports and services

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

Early Childhood

Preschool-aged classroom caseload determination will follow the QPPS guidelines.

Teacher–Child Ratios Within Group Size

(Includes teachers, assistant teachers, and associates)

Group Size	Adult to 3 and/or 4 Year Old Student Ratio
12	1:6
14	1:7
16	1:8
18	1:9
20	1:10

Notes:

- In a mixed-age preschool classroom of 2.5 year olds to 5 year olds, no more than four children under the age of 4 years may attend school in the same classroom at the same time. The ratios within the group size for the predominant age group apply. If infants and toddlers are in a mixed age group, the ratio for the youngest child applies.
- Ratios are to be lower when one or more children in the group needs additional assistance to fully participate in the program.
 - Because of ability, language fluency, developmental age or stage or other factors
 - or**
 - To meet other requirements of QPPS Verification.
- A group or classroom refers to the number of children assigned for most of the day to a teacher or team of teaching staff and who occupy an individual classroom or well-defined space that prevents intermingling of children from different groups within a larger room or area.
- Group size as stated are ceilings, regardless of the number of staff. Student specific associates are not considered in the teacher to child ratios. Regardless of a specific student's associate needs, the child is counted in the maximum group size.

Taken from: Iowa Quality Preschool Program Standards Adapted from NAEYC Standards; July 7, 2007; Section III, Page 53.

K-12

The teacher, the building principal or district special education director, and an AEA representative will review special education teacher rosters at least 2 times per year. Caseloads will be tentatively set in the spring for the following year. Caseloads may be modified based on summer registration and actual fall enrollments. Roster reviews will be scheduled as follows:

- Fall review completed by the end of September
- Spring review completed by the end of April

A teacher's caseload will be reviewed when either of the following occurs:

- The number of students on a teacher's roster and the intensity of services these students require indicate a need to conduct a caseload review.
- A special education teacher expresses concern about his/her ability to effectively perform the essential functions of his/her job due to caseload.

Special Education Teacher Caseload Determination Worksheet

In determining special education teacher caseloads, the Riceville Community School District will use the following values to assign points to the caseloads of each special education teacher in the district. A teacher may be assigned a caseload with a range of 95-100 points.

(Caseload Determination Worksheet continued on the next page.)

	Caseload Determination Factors	No.	x	Totals
Students	Number of students with IEPs on your roster.		1	
	Number of students that you instruct and/or monitor progress for who are not on your roster.		1	
	Number of students that you are responsible for serving off-site (ex: hospital, home-bound, alternate location).		2	
Goals	1-2 goal areas served by the special education teacher.		1	
	3-4 goal areas served by the special education teacher.		2	
	5 or more goal areas served by the special education teacher.		3	
Instruction	Number of students who get up to 1 hour of specially designed instruction per day.		1	
	Number of students who get between 1 and 3 hours of specially designed instruction per day.		2	
	Number of students who get more than 3 hours of specially designed instruction per day.		3	
Collaboration & Consultation	Number of students requiring collaboration/consultation (with other teachers, service providers, etc.) for up to 1 hour or less per month.		1	
	Number of students requiring collaboration/consultation (with other teachers, service providers, etc.) for more than 1 hour per month.		2	
Additional Student Specific Needs	Paraprofessionals: Number of IEPs requiring specific adult assistance due to physical, self-care, medical, or challenging behavioral needs.		1	
	BIPs: Number of IEPs which include a BIP.		2	
	IAA: Number of IEPs which indicate participation in IAA.		2	
	Health: Number of IEPs in which student specific health needs require on-going monitoring and/or specific training to perform.		2	
	AEM: Number of IEPs in which a student requires AEM.		1	
	Asst. Tech: Number of IEPs in which student requires assistive technology services, software, or devices requiring on-going support from the special education teacher to access general education curriculum for targeted areas of instruction.		1	
	Transition: Number of IEPs requiring transition planning.		1	
Overall Caseload Total:				_____

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

If a teacher has a concern about his or her ability to effectively perform the essential functions of his or her job due to his/her caseload, the following steps may be initiated by the teacher:

1. Teacher will submit a request for a caseload review in writing to the building principal and/or special education director..
2. Within 10 working days, the building principal and/or special education director will meet with the special education teacher to review and clarify concerns the teacher has expressed regarding his/her caseload.
 - a. The teacher requesting the review will gather relevant information to support his/her request for a caseload review. This information might include, but is not limited to:
 - i. Current, completed caseload determination worksheet
 - ii. Teacher's schedule and instructional grouping, including providing core instruction.
 - b. An attempt will be made to resolve the teacher's caseload concerns informally at that time.
 - c. The building principal and/or special education director will provide a written response to the teacher's request.
3. If the teacher's caseload concern cannot be satisfactorily resolved, the teacher's written request and the district administration's written response will be sent to an AEA Administrative Representative.
4. The AEA Administrator will review the request and gather any additional relevant information necessary to inform a decision.
5. Within 10 working days of the AEA Administrator's review of the teacher's caseload concerns, the AEA Administrator will render a decision and provide a written response to the district administration and special education teacher.

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?

Individual student progress on IEP goals will be reviewed and discussed on a regular and on-going basis (every 6-8 weeks) by the special education teachers, general education teachers, district administrators, and/or AEA staff (as appropriate). The purpose of this review will be to determine if adequate individual student progress is being made or if any adjustment in instruction or intervention is needed.

At least once per year, district administrators and staff will examine their special education district profile to review the district's data relative to progress indicators outlined in Iowa's State Performance Plan (SPP) for special education. District administrators will also examine the district's Annual Progress Report (APR) each year to review achievement data as it pertains to students with IEPs in the district. These data will be used to determine needs and priorities and to develop an action plan for special education instructional services when necessary.

If the district meets or exceeds APR goals and target goals outlined in the district's SPP for special education, the delivery system will be considered effective. If the district does not meet APR goals or SPP target goals, district staff will work in collaboration with AEA staff to develop an action plan designed to promote progress toward these goals.

Appendix: Acronyms and Definitions

The following is a list of educational terms and acronyms, along with definitions that may appear in this plan:

<ul style="list-style-type: none">• <u>AEA</u> - Area Education Agency (Riceville is part of Keystone AEA)• <u>AEM</u> - Accessible Educational Materials• <u>APR</u>- District's Annual Progress Report• <u>BIP</u> - Behavior Intervention Plan• <u>DDSDP</u> - District Developed Service Delivery Plan• <u>FAPE</u> - Free and Appropriate Public Education	<ul style="list-style-type: none">• <u>FBA</u> - Functional Behavioral Assessment• <u>IEP</u> - Individual Education Plan• <u>LRE</u> - Least Restrictive Environment (where a student can receive their FAPE)• <u>MTSS</u> - Multi-Tiered System of Supports• <u>SDI</u> - Specially Designed Instruction• <u>SPP</u>- Iowa's State Performance Plan
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- Accommodation - Supports provided to help a student access settings, opportunities and the general curriculum and to allow a student to validly demonstrate learning or attainment of the learning standards.
- Collaboration - Special education and general education teachers share responsibility for accommodations, modifications, and specially designed instruction within a least restrictive environment.
- Consultation - Indirect services provided by a certified special education teacher or service provider to a general education teacher or service provider, or other special education providers
- Co-Teach - The general education and special education teacher will co-plan, co-instruct, and co-assess students. The special education teacher will be actively involved in provision of instruction in the general education classroom as documented in the IEP.
- IAA- Iowa Alternate Assessment (for students with the most significant cognitive disabilities whose academic performance is appropriately judged against alternate achievement standards)
- Modification - Changes made to the content and performance standards for students with disabilities, prioritization or reduction of the expectation of attainment of the learning standards.
- Universal Instruction - Also called Core instruction, it is the primary content and skills for each grade level

- Universal Tier - The tier of supports that every student accesses; also called Tier 1. Special Education is considered a Tier 3 support.