



# **Special Education Service Delivery Plan**

## Introduction

Bondurant-Farrar Community School District (BFCSD) serves PK-12 students in northeastern Polk County. Students are served across five buildings on two campuses.

### Grades:

Preschool - 2  
2 - 4  
5 - 6  
7 - 8  
9 - 12

### Building:

Morris Elementary  
Anderson Elementary  
Bondurant-Farrar Intermediate School  
Bondurant-Farrar Junior High  
Bondurant-Farrar High School

## Vision Statement

The Bondurant-Farrar Community School District is committed to providing:

Optimal opportunities and sincere encouragement to students to succeed socially, emotionally, and academically. A safe and orderly environment where all students are comfortable and secure. A mutually supportive, collaborative and productive home-school partnership. A curriculum to meet the needs of a diverse learning community. Research-based instruction designed to meet the needs of all students. Teaching and modeling the character qualities of trustworthiness, respect, responsibility, fairness, caring, and citizenship to students.

## Mission

*Help all children develop their talents in order that they may become productive citizens.*



## Development and Review

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.

The plan was updated by the Director of Special Education and the Special Education Teacher Leaders (SpEd TLC) during the 2021-2022 school year. In the spring of 2022 the plan was reviewed by a team consisting of parents of eligible individuals, special education teachers, general education teachers and administrators.

### Special Education Service Delivery Review Committee Members:

Erin Bone	Director of Special Education
Erik Garnass	Lead Principal, High School
Mel Hewitt	Lead Principal, Anderson Elementary
Joannie Sanger	Assistant Principal & Preschool Coordinator, Morris Elementary
Mallory Kjar	Special Education Teacher, Morris Elementary
Chelsea Johnson	General Education Teacher, Morris Elementary
Heidi Sirdoreus	Special Education Teacher, Anderson Elementary
Chet Adams	General Education Teacher, Anderson Elementary
Elle Stackhouse-Schultz	General Education Teacher, Middle School/Intermediate
Allison Sherman	Special Education Teacher, Middle School/Junior High
Andrea Luetje	General Education Teacher, Middle School/Junior High
Dana Dodson	Special Education Teacher, High School
Jamie Ingle	Parent, Secondary
Jennifer Cole	Parent, Secondary
Lindsey Buckley	Parent, Elementary
Jodi Howie	Parent, Elementary



## Continuum of Services for Early Childhood

*For the purpose of this plan, the regular early childhood program and teacher will be identified as general education early childhood program and general education early childhood teacher.*

General Education Early Childhood Program is defined as a program where less than fifty percent of the children have disabilities and Early Childhood Special Education Program is more than fifty percent of the children have disabilities. A general education early childhood program, with teacher holding a dual endorsement, means a child is served in the general education 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.

**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 a disability. The classroom teacher provides the instruction within the general education setting and is supported outside of the classroom by the special education teacher. These services are designed to be flexible, helping students to remain in the general education classroom and utilize the combined expertise of both the general and special education teacher. The student's IEP must indicate the specific subject area where consulting teacher services are being provided (e.g. English, small group math) and the special education teacher is in charge of monitoring the student's progress and IEP. Consulting teacher services are provided for at least 2 hours per week or are combined with other available services.

**Co-Teaching Services:** Co-teaching services are defined as providing specially designed instruction and academic instruction to a group of students with and without disabilities. Co-teaching 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. Co-teaching classes may be provided in a variety of content areas (e.g. math, science, language arts, reading) in order to provide specially designed instruction in student goal areas (e.g. reading, math, writing, or behavior). These services may incorporate several different co-teaching approaches including station teaching, parallel teaching, and alternative teaching. At times teachers will also use team teaching, as well as one teach, one observe, and one teach, one assist. Co-teaching can also include collaborative services.

**Collaborative Services:** Collaborative services are defined as direct specially designed instruction provided to an individual student with a disability or to a group of students with disabilities by a certified special education teacher in a general education classroom to aid the student(s) in accessing the general education curriculum. These services are provided simultaneously with the general education content area instruction.

**Small Group Supplementary Services:** Small group supplementary 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. Small group supplementary services are provided in the special education setting and are in addition to the core instruction delivered in the general education classroom. These services are aligned with the goals outlined in the student's IEP and are necessary in order to access and make progress with the general education curriculum.

**Small Group Core Services:** Small group core 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. Small group core services are provided in the special education setting and include instruction on common core state standards. This means the student receives his or her core instruction in the identified area (i.e. math, reading, writing) separate from non-disabled peers. Specially designed instruction is aligned to the general education core curriculum, but may be modified or reduced to meet the unique needs of the student(s) in the special education small group setting.



## Continuum of Services for School Age

**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 a disability. The classroom teacher provides the instruction within the general education setting and is supported outside of the classroom by the special education teacher. These services are designed to be flexible, helping students to remain in the general education classroom and utilize the combined expertise of both the general and special education teacher. The student's IEP must indicate the specific subject area where consulting teacher services are being provided (e.g. English, small group math) and the special education teacher is in charge of monitoring the student's progress and IEP. Consulting teacher services are provided for at least 2 hours per week or are combined with other available services.

**Co-Teaching Services:** Co-teaching services are defined as providing specially designed instruction and academic instruction to a group of students with disabilities and without disabilities. Co-teaching 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 co-teaching approaches including station teaching, parallel teaching, and alternative teaching. At times teachers will also use team teaching, as well as one teach, one observe, and one teach, one assist. Co-teaching can also include collaborative services.

**Collaborative Services:** Collaborative services are defined as direct specially designed instruction provided to an individual student with a disability or to a group of students with disabilities by a certified special education teacher in a general education classroom to aid the student(s) in accessing the general education curriculum. These services are provided simultaneously with the general education content area instruction.

**Small Group Supplementary Services:** Small group supplementary 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. Small group supplementary services are provided in the special education setting and are in addition to the core instruction delivered in the general education classroom. These services are aligned with the goals outlined in the student's IEP and are necessary in order to access and make progress with the general education curriculum.

**Small Group Core Services:** Small group core 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. Small group core services are provided in the special education setting and include instruction on common core state standards. This means the student receives his or her core instruction in the identified area (i.e. math, reading, writing) separate from non-disabled peers. Specially designed instruction is aligned to the general education core curriculum, but may be modified or reduced to meet the unique needs of the student(s) in the special education small group setting.

**Self-Contained Services:** Self-contained services are provided in the special education setting and typically span several class subjects. Self-contained services are designed to allow a more intensive level of special education instruction where both the curriculum and structure of the day can be modified to fit the needs of the individual student. Self-contained services can also assist those students who need specially designed instruction in self-regulation, adaptive behavior, or more intensive behavior in order to be available for the learning process. Many, but not all students, who require self-contained services are also assessed using alternate assessments.



**RISE Program:** The RISE program is a special program open to students with and without disabilities. This program provides specially designed instruction by a certified special education teacher and staff in a small group setting with flexible scheduling. The IEP or MTSS team must refer a student to the RISE program, and the student must be found eligible by the RISE committee before they are admitted. Continuation of eligibility for the RISE program is reviewed annually either before the start of the school year or at the time of the student's annual IEP review.

**Homebound Instructional Services:** Homebound instructional services are provided by a certified special education teacher at the students' home or setting where they are receiving care (i.e. hospital). These services are provided to individual students with disabilities who are unable to attend school for a period of time due to a health need such as recovering from surgery, a compromised immune system or a psychiatric disorder.

**Special School Services:** Special school services are provided to individual students with the most significant disabilities. These services are provided in a setting outside of the BFCS. The instructional services may focus on academics and/or behavior and are provided by certified special education teachers and staff.

**Additional Information:**

- BFCS will provide access to this continuum for all eligible individuals based on their IEP.
- Students may receive services at multiple points along the continuum based on the IEP.
- Special education 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, BFCS has adopted the Iowa Quality Preschool Program Standards (QPPS) for our Early Childhood Special Education/Community Preschool serving children ages three to five.
- When the services cannot be appropriately provided in the general education setting, the student may receive some or all services he/she needs in a separate educational setting (including, but not limited to special classes, special schools, homebound instruction, and instruction in hospitals and/or institutions).
- The special education teacher/service provider is responsible for monitoring the student's progress in IEP goals.
- If parents/guardians choose to dual enroll their child they must complete Form A of the CPI paperwork and get approval from the Regional Special Education Director.



## Special Education 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 two times during the school year by the Director of Special Education and building administrator. A caseload review may be requested by a teacher, principal or Director of Special Education at any time throughout the school year.

**ECSE - Early Childhood Special Education Caseloads:** BFCSD has adopted the Iowa Quality Preschool Program Standards (QPPS) therefore our early childhood special education program and community preschool (general education early childhood program) will meet the QPPS criteria regarding teacher-child ratios. Maximum class size will be limited to twenty students. The adult child ratio needs to be ten to one; thus there is to be a licensed teacher and one qualified associate for every twenty students.

**School Age Caseloads:** In determining special education teacher caseloads the Bondurant-Farrar Community School District will use the following point system for each eligible individual receiving an instructional program in the district. Caseloads that meet the green standard are considered ideal. Caseloads that meet the yellow standard are appropriate but should be monitored. When a teacher's caseload meets the red standard, it may be difficult for the special education teacher to provide all supports and services without assistance. If a caseload is in the red range the special education teacher will meet with building administrators to discuss supports needed to provide services appropriately to all students on the roster.

Elementary Caseloads		Secondary Caseloads
Less Than 35 Points	GREEN	Less Than 40 Points
35-40 Points	YELLOW	40-45 Points
More Than 40 Points	RED	More Than 45 Points

## Caseload Point Determination

- 1) How many students are on the special education roster? \_\_\_\_ x 1
- 2) How many students with multiple goal areas.  
\_\_\_\_ Number of students with 2 goals \_\_\_\_ x 0.25  
\_\_\_\_ Number of students with 3 goals \_\_\_\_ x 0.5  
\_\_\_\_ Number of students with 4 or more goals \_\_\_\_ x 0.75
- 3) Indicate what best describes the total SDI hours per week you provide for each student you serve - including specially designed instruction (SDI) in provided within a co-taught setting. (NOTE: Some of your roster students may have goals that are provided by another teacher or support staff. Do not include those minutes in this section. Do include the minutes you provide for students not on your roster)
  - a) Up to 150 minutes per week of SDI \_\_\_\_ x 0.5
  - b) Between 151 and 300 minutes per week of SDI \_\_\_\_ x 0.75
  - c) Between 301 and 450 minutes per week of SDI \_\_\_\_ x 1
  - d) Between 451 and 600 minutes per week of SDI \_\_\_\_ x 1.25
  - e) Between 601 and 900 minutes per week of SDI \_\_\_\_ x 1.5
  - f) More than 900 minutes per week of SDI \_\_\_\_ x 2
- 4) How many students on the roster will have a 3-year reevaluation this school year? \_\_\_\_ x 0.25
- 5) How many students on the roster have a transition page B? \_\_\_\_ x 0.25
- 6) How many different/separate classes/subjects do you co-teach \_\_\_\_ x 1
- 7) How many grade levels are represented on your roster? \_\_\_\_ x 1
- 8) How many students have behavior concerns or goals?
  - a) Mild Need (may or may not have a BIP, but behavior accommodations listed on p. F): Behavior(s) of concern include minimal or no disruption (e.g. prompts for work completion, slow to start working, blurts). Level weighting is likely 1.72 and no greater than 2.21. \_\_\_\_ x 0.5
  - b) Moderate Need (probably has a BIP): Behavior(s) of concern include moderately disruptive, mild to moderate destruction of property, and/or interfering with functioning/peer relationships and/or academic achievement, not dangerous to self or others (e.g. physical disruption that in minimal or infrequent, elopement from classroom, verbal disruptions). If significantly off-task or some destruction then it is infrequent or requires minimal support to redirect and/or deescalate the student. \_\_\_\_x 1
  - c) Severe Need (definitely has a BIP): Behaviors of concern include significantly disruptive, significantly destructive to property, significantly interfering with functioning/peer relationships and/or academic achievement, and/or dangerous to self or others (e.g. physical aggression, elopement from building, self-injurious behavior, safety plan, and/or Chapter 103b reports). Some level of paraprofessional support is needed for all or most of the day in order for the student to stay safe and access FAPE. \_\_\_\_ x 2
- 9) Number of associates assigned to your roster (Consider that some associates work with different students throughout the day who may not be on your roster):
  - a) Less than half the school day. \_\_\_\_ x 0.25
  - b) More than half the school day. \_\_\_\_ x 0.5
- 10) How many students are on Iowa Alternative Assessment? \_\_\_\_ x 2
- 11) How many additional support services are provided to students on your roster which require collaboration (speech, OT, PT, hearing itinerant, vision itinerant)? \_\_\_\_ x 0.25

TOTAL \_\_\_\_\_





## Resolving Caseload Concerns

Teacher caseloads, including ECSE and preschool, are monitored in an on-going effort to increase student achievement. Caseloads will be reviewed at a minimum of three times per year by the building administrator and Director of Special Education.

If a special education teacher and/or administrator has concerns about teacher caseloads, the following procedure must be used to resolve the concerns:

1. Provide a written notice of the concerns to the Director of Special Education and building administrator.
2. Administration will meet to address the concerns and recommend the appropriate action to be taken.
3. A recommended action will be determined within 10 school days from the meeting.
4. A written recommendation will be provided to the superintendent and the individual submitting the request for a caseload review.
5. If the person requesting the review does not agree with the determination, he or she may appeal to the AEA Director of Special Education.
6. The AEA Director/designee will meet with personnel involved and will provide a written decision.

Caseload reviews will include the following considerations:

- A. Current number of students
- B. Individual student needs
- C. Teacher associates/one on one-paraprofessionals
- D. Current supports available
- E. Time and scheduling variables
- F. Current and projected needs of the program
- G. Core class teaching responsibilities in the collaborative model



## District Developed Special Education Service Delivery Plan 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
5. 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 Special Education Delivery Plan was updated by the Special Education Teacher Leaders and Director of Special Education during the 2021-2022 school year. The updated plan was presented to the Special Education Review Committee for comments in February 2022. *The updated Special Education Delivery Plan was approved by the board on April 11, 2022.*

The Caseload Determination Matrix was updated by a committee of teachers and administrators, including the Director of Special Education in the spring of 2020. *The updated Caseload Determination Matrix was approved by the board on April 27, 2020.*

The district assures the school board has approved the development of the plan for creating a system for delivering specially designed instructional services. *March 10, 2014*

The district assures that prior to the school board adoption, this delivery system was available for comment by the general public. *Public review dates: April 30 - May 21, 2014.* Bondurant Farrar CSD received zero public comments, concerns or questions.

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. *Committee membership approved March 10, 2014.*



## Special Education Service Delivery Plan Committee Members:

Erin Bone	K-12 SPED Teacher Leader
Jodi Brogan	Director of Instructional Services
Mel Hewitt	Principal, Anderson Elementary
Mike Kramer	Principal, Middle School
Angie Peltz	K-12 Behavior Interventionist
Shalee Torrence	AEA Representative
Maggie Trekker	Preschool teacher
Mallory Kjar	Special Education teacher, Morris Elementary
Kay Gustin	Special Education teacher, Anderson Elementary
Allison Sherman	Special Education teacher, Middle School
Dana Dodson	Special Education teacher, High School
Craig Kinrade	Teacher, Middle School
Arielle Olson	Teacher, Morris Elementary
Sarah Monaghan	Parent
Natasha Williams	Parent

The district assures the AEA Special Education Director verified the delivery system is in compliance with the Iowa Administrative Rules of Special Education. *Plan was sent to AEA Director of Special Education on May 23, 2014 and verified on May 27, 2014.*

The district assures the school board has approved the service delivery plan for implementation. *The Board of Education approved the final plan on July 14, 2014.*

