

RRMR DISTRICT DEVELOPED

SERVICE DELIVERY PLAN

RRMR Spring 2026

January 22, 2026

Process Used to Develop the Delivery System for Eligible Individuals?

The district developed service delivery plan was developed in accordance with the Iowa Administrative Code Rule 41.408(2)“C”.

Before initiating the development of the plan, the Rudd-Rockford-Marble Rock Board of Education approved such action and the LEA personnel and parents who would participate in the development of the plan.

The group of individuals who developed the plan includes parents of eligible individuals, special education teachers, general education teachers, administrators, and AEA personnel.

District Developed Service Delivery Plan Development Group

Ken Kaspar – Superintendent of Schools

Makaela Hoffman – Elementary Principal

Nick Johnson – Secondary Principal

Tina Marth - Secondary Parent

Amber Sherrard – Jr. High Math Teacher

Kelly Wood - 2nd Grade Teacher

Emily Hamilton - Elementary Special Education Teacher

Liz Von Hagen - High School Special Education Teacher

Riley Bley Meyer – AEA Special Education Consultant

Jody Albertson – Central Rivers Regional Administrator

How will service be organized and provided to eligible individuals?

Regular Early Childhood Program: Services are defined as occurring in the general education classroom. The teacher holds a license issued by the Board of Educational Examiners that includes pre-kindergarten and early childhood special education. The teacher is responsible for the direct instruction, preparation of materials, adaptation and accommodations as specified in the IEP. The teacher with the dual endorsement is responsible for implementing and monitoring the child's progress according to the IEP. Preschool meets IQPPS standards.

Regular Early Childhood Program Monitored by a Licensed Early Childhood Special Education Staff: Services are defined as occurring in the general education classroom. The classroom teacher holds a license for pre-kindergarten. The general education teacher is responsible for classroom instruction and implementation of adaptations and accommodations as specified in the IEP. The licensed Early Childhood Special Education staff is responsible for monitoring and implementation of services described in each IEP and monitoring student progress relative to goals in the IEP. Preschool meets IQPPS standards.

RRMR will utilize the IQPPS standards currently, but options 2 and 3 can exist.

- 1) Iowa Quality Preschool Program Standards (QPPS);
- 2) Head Start Program Performance Standards; or
- 3) National Association for the Education of Young Children (NAEYC) Accreditation.

K-12 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 receiving instruction in the general education classroom.

K-12 Collaborative Services: Collaborative services are defined as direct specially designed instruction planned and provided to an individual student with a disability or to a group of students with disabilities by a general education teacher in collaboration with a certified special education teacher. The student receives special education support for the general education curriculum in the general education program setting. The special education teacher, support service provider, or trained paraprofessional will be in the general education or program classroom to provide direct instruction, instructional support, or other assistance to the student or 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.

K-12 Co-Teaching Services: Co-teaching services are defined as the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and nondisabled students. These services are provided by the special education teacher and general education teacher in partnership to meet the content and skills 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.

K-12 Pull-out Supplemental Instruction: Pull-out supplemental instruction is defined as 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 a special education setting. Pull-out instructional services are designed to supplement instruction provided in the general education classroom through the previously described consulting teacher model, co-teaching model, and collaborative model of service delivery. Supplemental instruction provided in a pull-out setting does not supplant content instruction provided in the general education classroom.

K-12 Reverse Consultation Services: Reverse consultation 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 special education setting to aid the student(s) in accessing the general education content area instruction. A general education teacher licensed in the core content area collaborates with a special education teacher to jointly plan lessons and instructional strategies. The general education teacher supervises the curriculum. The special education teacher is responsible for providing direct instruction. Both teachers are responsible for on-going progress monitoring, formative assessment, and assigning grades. Reverse consultation is a model of service delivery used only with a small number of students who exhibit significant cognitive or behavioral skill deficits, yet are expected to achieve district standards rather than alternative standards.

K-12 Special Class: Special class 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 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.

Work Experience Services: Students age 14 and older who are eligible for special education services may receive work experience instruction. Work experience instruction is typically offered during 11th and 12th grade. For students to receive work experience instruction, specific career/vocational needs must be identified on the IEP. A work experience/transition specialist will collaborate with a HS special education teacher to make arrangements for a student to engage in job shadowing or explore work sites on a part time, temporary basis in the community. There must be class work preparation prior to and/or concurrent with job shadowing and work site exploration.

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

Special Education teacher rosters will be reviewed at least 3 times per year by the teacher, the building principal, and a Central Rivers AEA representative. Roster reviews will be scheduled as follows:

1. At the beginning of the school year (August/September)
2. During the month of November (following Special Education Child Count)
3. During the months of April/May (to project rosters and make plans for next school year)

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

1. The number of students on a teacher's roster, the level of services these students receive, and the amount of time a teacher spends engaged in joint planning/collaboration indicates a need to conduct a caseload review.
2. A special education teacher expresses concern about his/her ability to effectively perform the essential functions of his/her job due to caseload.

Example of Caseload Determination Review

Caseload determinations will be made by assigning points for the intensity of service required by each IEP on a teacher's roster. Each student is assigned 1, 2, or 3 points based on level of intensity of services.

1 Point A student requires limited modifications to the general curriculum which requires special education personnel to provide specially designed instruction for 55% of the school day. Student's IEP has 1 to 2 instructional goal areas requiring specially designed instruction.

2 Points A student requires significant modifications to the general curriculum which requires special education personnel to provide specially designed instruction for 56% to 85% of the school day. Student's IEP has 3 to 4 instructional goal areas requiring specially designed instruction.

3 Points A student requires significant adaptations/modifications to grade level curriculum requiring instructional strategies. One of the following must apply:

- o Alternate assessment is used to monitor the IEP
- o Behavior intensity is such that an FBA and BIP are implemented, and monitored.
- o Special education personnel provide specially designed instruction 86%-100% of the school day.
- o Student's IEP has 5 or more goal areas requiring specially designed instruction.

Joint Planning Considerations

Additional points are assigned based on the teacher's time spent joint planning with general education teachers or para-educators. This is calculated for the teacher and not for individual students.

1 Point A special education teacher conducts joint planning with general education teacher(s) and/or para-educator over the course of a month for up to 2 hours of time.

2 Points A special education teacher conducts joint planning with general education teacher(s) and/or para-educator over a course of a month for 2 to 4 hours of time.

3 Points A special education teacher conducts joint planning with general education teacher(s) and/or para-educator over a course of a month for more than 4 hours of time.

In general, a special education teacher's caseload should not exceed 22 points. The assignment of para-educators must be taken into consideration and may be used to compensate for a caseload that exceeds 22 points. Caseloads of 22 points or more will be considered for further review.

Example of Caseload Calculation

14 students on roster + 1 point = 14 points

1 student on roster + 2 points = 2 points

1 student on roster + 3 points = 3 points

19 total student points

1 point awarded for joint planning = 1 point

(Teacher meets with general education math teacher 2 hours meeting to plan co-teaching)

20 total points for caseload determination

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

Special education teachers are expected to engage in informal problem-solving with their Central Rivers AEA team representative and building principal prior to submitting a formal request for caseload review.

Steps to follow when a teacher formally requests a caseload review.

1. The teacher will submit a request for a caseload review in writing to the building principal.
2. Within ten working days, the building principal will meet with the special education teacher and Central Rivers AEA team representative to review and clarify concerns the teacher has expressed about his/her caseload.
 - A. The teacher requesting the review is responsible for gathering relevant information to support his/her request for a caseload review. This information might include, but is not limited to:
 - i. Number of IEP's
 - ii. Teacher's schedule and instructional grouping
 - iii. Collaboration and co-teaching assignments
 - B. An attempt will be made to resolve the teacher's caseload concerns informally at that time.
 - C. The building principal 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 principal's written response will be sent forward to the district superintendent.
4. The district superintendent and Central Rivers AEA regional administrator will review the request and gather relevant information from the principal, special education teacher and Central Rivers AEA team representative.
5. Within ten working days following receipt of the teacher's formal request for caseload review, the district superintendent will send a written determination to the building principal and special education teacher.
6. If the teacher requesting review does not agree with the written determination made by the district superintendent, the teacher may appeal to the Central Rivers AEA Director of Special Education.
7. The Central Rivers AEA Director of Special Education will meet with personnel involved and render a written decision.
8. If a district is exceeding the limits specified in this plan, it may ask the Central Rivers AEA Special Education Director to grant an adjusted caseload status.

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?

At least once per year, district administrators will examine their special education district profile to review the district's data relative to progress indicators outlined in our state performance plan (SPP) for special education. District administrators will also examine the district's annual progress report each year to review achievement data as it pertains to students with IEPs in the district. These data will be used to determine priorities and develop an action plan for special education instructional services when necessary.

If the district meets or exceeds proficiency goals and target goals outlined in our state performance plan for special education, the delivery system will be considered effective. Consideration will also be given at the building level (elementary/secondary) for effectiveness when proficiency and target goals are met. IEP student data will also be disaggregated and examined by school level (elementary K-6, middle 7-8, high 9-12).

If the district does not meet proficiency goals or SPP target goals, district staff will work in collaboration with Central Rivers AEA staff to develop an action plan designed to promote progress toward these goals.

The plan will be posted on the school website for review. Comments to the plan can be sent to Superintendent Ken Kasper at kkasper@rockford.k12.ia.us