

DRAFT

Springville Community Schools
District-Developed
Special Education Delivery Plan
For Students Aged 3-21



Beliefs

In the Springville Community School District, every child is valued and is the central focus of the district.

Mission

Our mission is to instill a lifelong love of learning and promote the achievement of the individual within a positive learning climate. At Springville, expectations are cooperatively set by school personnel, students, families, and the community.

Special Education Advisory Committee Members 2025-2026 School Year:

AEA Representative

Natalie Mauck (Regional Administrator, Grant Wood AEA)

LEA Representatives

Autumn Pino, Superintendent

Shannon Robertson, Director of Special Education, Elementary Principal

Nick Merritt, Jr/Sr High Principal

Meleah Jones, Instructional Coach

Wyatt O'Connor, Special Education Teacher

Liz Zorn, Special Education Teacher

Hope Brown, General Education Teacher

Parent Representative

Lisa Warson

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

The delivery system was developed in accordance with Iowa Administrative Code rule 41.408(2)“c”. The group of individuals who developed the system included parents of eligible individuals, special education teachers, general education teachers, administrators, and representatives from Grant Wood Area Education Agency.

The District Developed Service Delivery Plan was approved by Grant Wood AEA’s Director of Student Services, Melissa Ford, on April 13th, 2026, and by the Springville Community School District Board of Education on **DATE**. The plan will be shared with special education teachers, general education teachers, district administrators, and community stakeholders by posting the plan on the district website.

Overview of steps in completing this Service Delivery Plan:

Step 1: The district selects the committee.

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

Step 3: The plan is available for public comment.

Step 4: The AEA Director of Student Services verifies compliance.

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

Step 6: The plan is entered and certified in the C-Plan.

Step 7: The plan is reviewed in connection with the 5-year accreditation cycle or earlier if required by a determination given by the state.

How services will be organized and provided to eligible individuals:

Continuum of Services

Early Childhood. The Springville Community School District has instructional services and placements for preschool children in a general early childhood program. Children are served in the general early childhood classroom by a teacher who holds a valid practitioner’s license that

includes PK and early childhood special education. The teacher is responsible for direct instruction, preparation of materials, adaptations, and accommodations in implementing the IEP.

The Springville Community School District's early childhood program will implement the criteria of the Iowa Quality Preschool Program Standards, Head Start Program Performance Standards, and National Association for the Education of Young Children (NAEYC).

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

General education with consultation/accommodations. The student is served in the general education classroom with consultation and support from the special education teacher. The general education teacher is responsible for direct instruction, testing, grading, and behavioral management as specified in the IEP. The special education teacher support may include assisting the general education teacher with the design and preparation of materials, adaptations, and accommodations. The special education teacher is responsible for monitoring the student's progress on IEP goals and providing/supporting specially designed instruction.

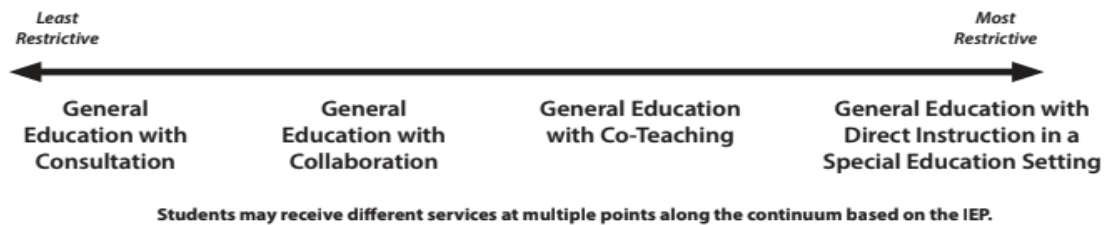
General education with direct special education support in the general education classroom. The student receives special education support for the general education curriculum in the general education setting. The special education teacher, support service provider, or trained paraprofessional will be in the general education classroom to provide direct instruction, instructional support, or other assistance to the student or a group of students, through models such as collaborative or co-teaching. The special education teacher/service provider is responsible for monitoring the student's progress on IEP goals and providing/supporting specially designed instruction.

General education with direct special education support outside the general education classroom. The student receives special education support for the general education curriculum outside the general education setting. When the services cannot be appropriately provided in the general education setting, the student may receive selected services or all services he/she needs in a separate educational setting (including, but not limited to, special classes, special schools, home instruction, and instruction in hospitals and institutions). The special education teacher/service provider is responsible for monitoring the student's progress on IEP goals and providing/supporting specially designed instruction.

Notes:

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 agreements with other districts and/or agencies. The continuum includes services for eligible individuals ages 3 to 21.



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

Students will be tentatively assigned to service providers in the spring for the following year. Summer registration and actual fall enrollments will determine assignments for the beginning of the school year. Caseloads will be monitored regularly by building Principals and reviewed at least annually during the school year by individual district special education teachers with their building principal.

The Department of Education, as part of the IEP process for all students receiving special education services, continuously monitors services provided to eligible individuals and assigns a weighted enrollment factor to each student. Points are assigned by the Department of Education based on consideration of: curriculum modification; specially designed instruction across all goal areas, regardless of setting; support for school personnel and Least Restrictive Environment (LRE) efforts; and supplementary aids and services/specialized transportation.

The weighted enrollment factors assigned by the state are to describe the intensity and quantity of special education services.

- Level 1 weighting of 1.72
- Level 2 weighting of 2.21
- Level 3 weighting of 3.74

A point system will be assigned by the district to the weighting factors for caseload determination.

- 1.72 = 1 point
- 2.21 = 2 points
- 3.74 = 3 points

Example 1			Example 2		
Strat 1 Teacher			Strat 2 BD/LD/ID Teacher		
	Roster Size	Points		Roster Size	Points
L1	17	x 1	L1	0	x 1
L2	3	x 2	L2	5	x 2
L3	0	x 3	L3	3	x 3
Total Students: 20		Total Points: 23 / 23	Total Students: 8		Total Points: 19 / 24

Caseload determination for special education teachers in the Springville Community School District will be as follows:

Early Childhood

- Teachers with a Pre K- K Early Childhood Special Education license: The Special Education teachers serving in either co-taught or supplemental SDI and/or modified program serve a target roster of 10 students entitled to special education services.

K-12

- Teachers with an Instructional Strategist I (Mild/Moderate) license: Serve a **target** roster of 20 students and/or a weighting of 23 points.
- Teachers with an Instructional Strategist II (LD/BD or ID) license: Serve a **target** roster of 8 students and/or a weighting of 24 points.
- Student-specific needs will be taken into consideration in addition to the target number of students and roster points, knowing that deeper looks at the IEP will be factored into roster development. Examples of other factors to consider include the number of BIPs, alternate assessment, the number of goals, and shared instruction among special education teachers.

Resolving Caseload Concerns

Caseloads will be reviewed at least twice per year by individual LEA special education teachers

with their building principal and/or special education director. In addition to scheduled reviews, caseloads will also be reviewed under the following circumstances:

- When a specified caseload is exceeded. If the caseload limit is or will be exceeded by 10% for a period of 6 weeks, then a review may be requested in writing.
- When a teacher has a concern about his or her ability to effectively perform the essential functions of his or her job due to caseload.

Requesting a Caseload Review

- All requests must be in writing
- Requests should initially be given to an individual's principal/supervisor
- A committee will be appointed annually to serve as a review team in collaboration with the building principal/supervisor
- The person requesting the review is responsible for gathering relevant information to support their request. This information might include, but is not limited to:
 - IEPs
 - Schedule and instructional groupings
 - Collaborative/co-teaching assignments
 - Number of buildings

Procedural Steps

1. Informal problem-solving strategies in relation to caseload concerns have been exhausted.
2. A written request for caseload review is submitted to your principal/supervisor.
3. The request is reviewed for clarification with your principal/supervisor. The principal/supervisor tries to resolve the concern at this point.
4. If the caseload concerns cannot be satisfactorily resolved, the request is then sent to the caseload committee.
5. Within 15 working days, the caseload committee will review the request and give a recommendation to the individual's principal/supervisor.
6. Upon receipt of the committee's recommendation, the principal will review the information and discuss it with the individual.
7. Within 10 working days, the principal will meet with the individual and provide a written determination.
8. If the person requesting the review does not agree with the determination, he or she may appeal to the Superintendent of Schools.
9. The Superintendent of Schools will meet with personnel involved and will provide a written decision.

How the delivery system for eligible individuals meets the targets identified in the state's performance plan and the LEA determination as assigned by the state. Process used to evaluate the effectiveness of the delivery system for eligible individuals

In order to meet the State Performance Plan/Annual Progress Report (SPP/APR) goals, accountability will be addressed in the following ways:

- Individual student IEP goal progress monitoring
- Aggregation of progress monitoring and summative evaluations for groups of students at both school and district levels
- Examination of disaggregated subgroup achievement and SPP/APR data.

Individual

Individual student progress on IEP goals will be reviewed and discussed on a regular and ongoing basis (every 8 weeks) by the special education and general education teacher, along with the AEA consultant and school administrator, as appropriate. The purpose of this review is to determine if adequate progress is being made, if any adjustment in instruction is needed, or if other targeted or intensive interventions through MTSS or special education are indicated.

School: Aggregated by School and District

Each school in the district will review student progress monitoring, formative, or summative evaluations three times per year. The IEP subgroup performance in both reading and math will be reviewed and discussed by grade-level teams, with input from special education teachers. Subgroup achievement, growth, and the achievement gap will be included as items for discussion and planning.

District: Disaggregated by School Levels

At the district level, IEP subgroup data for each school, along with the plans described above, will be reviewed annually by the district's leadership team. IEP student data will also be disaggregated and examined by school level (elementary, middle, and high). In addition, the district will examine its SPP/APR data to determine priorities and, as needed, develop an action plan.

If the district meets the ESSA and IDEA-DA criteria under Iowa's Differentiated Accountability Plan, the delivery system will be considered effective. If the district does not meet the requirements, it will collaborate with various support networks, including Grant Wood AEA, to develop 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 that prior to the school board adoption, the delivery system was available for comment by the general public.

- The district assures the delivery system plan was developed by a committee that 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.