

Bennett Community School District

Special Education Service Delivery Plan

2026-2031



Mission: All students will be 21st century learners, be safe, be good global citizens, and have a feeling of self-worth. We believe family is the foundation for the development of the individual.

Question 1: What process was used to develop the special education delivery system for eligible individuals?

The Iowa Administrative Rules of Special Education require each school district to develop a plan for the delivery of special education services. Districts must make the plan available for public comment.

The Service Delivery Plan was developed in accordance with Iowa Administrative Code rule 41.408(2)"c".
Timeline:

- Plan development began with the district administrative team meeting on October 2nd 2025
- The draft of the plan was reviewed/ revised by a committee consisting of administration, special education teachers, general education teachers, parents/ community members and at least one AEA representative on November 5, 2025.
- Once the committee reaches consensus for the 2025-2030 Bennett Service Delivery Plan, it will be submitted to the MBAEA Special Education Director to verify the plan is in compliance with the Administrative Code.
- Upon verification, the plan will be posted for public comment for 2 weeks
- Finally, the plan will be submitted to the Bennett Community School Board for approval and adoption.

Committee Members include the following people:

Shane Knoche, Superintendent
Jeremiah Costello, Principal at Bennett Elementary School
Chrissy Willis, District Support Administrator MBAEA
Jessica Drake, Special Education Consultant MBAEA
Melissa Barrett, School Social Worker MBAEA
Brooklyn Herkelman, Special Education Teacher
Heather Sivia, General Ed Teacher
Betty Jo Shmitt, Parent
Angie Sproston, Parent

Glossary of Terms:

IEP Team: In the state of Iowa, an IEP team is a required group of individuals who develop, review, and revise a student's Individualized Education Program (IEP). The team must include the child's parents, at least one regular education teacher, at least one special education teacher or provider, and a public agency representative qualified to provide special education services. The team can also include an interpreter of evaluation results and other individuals with special expertise, including the child, if appropriate.

IEP: In the state of Iowa, an IEP (Individualized Education Program) is a written plan for a child with a disability that details the special education and related services they need, based on their unique strengths, needs, and interests.

LRE: In the state of Iowa, Least Restrictive Environment (LRE) means that students with disabilities must be educated with their non-disabled peers to the maximum extent appropriate, using a continuum of alternative placements.

ECSE: In the state of Iowa, Early Childhood Special Education (ECSE) refers to the special education and related services provided to preschool-aged children (typically from three years old until eligible for public school) who have disabilities and their families.

Service Provider: A special education service provider in Iowa is an individual who directly delivers specially designed instruction or related services to a student with a disability

Special Education Teacher: A special education teacher supports students with disabilities by developing and implementing Individualized Education Programs (IEPs), providing specially designed instruction tailored to their unique academic, physical, emotional, or behavioral needs, and collaborating with other team members to ensure these students access the general curriculum and learn effectively

Paraprofessional: A person who works under the direct supervision of a licensed teacher to assist students with disabilities in the classroom and other educational settings, implementing activities and strategies from an Individualized Education Program (IEP) to support their learning

SDI: In the state of Iowa, SDI (Specially Designed Instruction) refers to the special education services a student with a disability receives, which are tailored to meet the unique needs resulting from their disability. This instruction adapts the content, methodology, or delivery of the general curriculum to ensure the student can access it and progress in their education, preparing them for further education, employment, and independent living.

AEA: In Iowa, an Area Education Agency (AEA) is a regional service agency that provides school improvement services and support to students, families, teachers, and administrators across local school districts. Authorized by Iowa law, AEAs are responsible for offering a range of services, including special

education support, media and technology services, and professional development, to ensure equitable educational opportunities for all children

Accommodation: Supports and adjustments provided to help students access settings, opportunities and the general education curriculum in order to provide students accessible curriculum to demonstrate learning or attainment of the learning standards. Accommodations are a support provided to access the general education curriculum while not changing the expected student outcome. (i.e. additional time, use of manipulatives, hands-on approach, scribe)

Modification: Adaptations made to the content and performance standards for students with disabilities, modifying the learning goal or grade level expectation, prioritization or reduction of the expectation of attainment of the learning standards according to a student's IEP. Modifications change the expectations for student learning outcomes and what is measured while still receiving grades and credit as appropriate, according to a student's IEP. (i.e. pass/fail grading, projects instead of written assignments, use of alternative book or materials on a topic to be studied)

Collaborative/ Co teaching: co-teaching is a special education service delivery model where a general education teacher and a special education teacher partner to provide specially designed instruction to a diverse group of students in a single classroom. This model ensures that students with disabilities are taught in the least restrictive environment, which, for most students, is the general education classroom

FBA: In the state of Iowa, a Functional Behavioral Assessment (FBA) is a process used to identify the purpose or function of a student's challenging behavior. The ultimate goal is to gather information that can be used to develop an effective behavior intervention plan (BIP).

BIP: In Iowa, a Behavioral Intervention Plan (BIP) is a written plan designed to increase positive behaviors and decrease challenging behaviors that interfere with a student's learning or the learning of others. The plan is developed and implemented in the educational setting, and its specific components are based on the results of a Functional Behavioral Assessment (FBA).

Whole Grade-sharing: This is a formal procedure where many students in any grade in two or more school districts share an educational program for all or most of the day. **Bennett - 7th - 12th grade*

IDEA-DA: It is the state's system for continuously monitoring special education programs to ensure compliance with federal and state requirements and to improve educational outcomes for students with disabilities.

Caseload: Number of students assigned/ IEP's/Individualized plans managed by a special education teacher.

Question 2: How will service be organized and provided to eligible individuals?

SERVICE CONTINUUM

Early Childhood Special Education Services:

Regular Early Childhood Program with Teacher holding Dual Endorsements (i.e., Endorsement 100: Teacher – Prekindergarten through grade three, including special education). The child is served in the regular early childhood classroom with a teacher who holds a valid practitioner’s license issued by the Board of Educational Examiners that includes prekindergarten and early childhood special education. The teacher is responsible for direct instruction, preparation of materials, adaptations and accommodations as specified in the IEP. The teacher with dual endorsement is responsible for implementing and monitoring the child’s progress according to the IEP.

Placement and services in early childhood settings are determined on an individual basis by the IEP team. Decisions are guided by each child’s unique strengths and needs, and consider the least restrictive environment (LRE) appropriate for the delivery of specially designed instruction and related services. While integration in a regular early childhood program is encouraged, the IEP team may determine alternative supports or settings are necessary to ensure the child’s access, participation, and progress in the general education curriculum.

K- 12 Continuum:

Placement and services within the K–12 continuum of special education in Iowa are determined on an individual basis by the IEP team. Decisions are based on each student’s unique strengths and needs and must align with the least restrictive environment (LRE) requirements. While access to and participation in the general education environment is prioritized, the IEP team may determine that additional supports, specialized instruction, or alternative settings are necessary to ensure the student’s educational progress and the provision of a free appropriate public education (FAPE). ***Bennett serves preK-6 grade students at Bennett Elementary. The Bennett students continue their 7-12 education in other districts (through whole-grade sharing.) Bennett continues to participate in IEP’s for 7-12 Bennett students.*

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 facilitator and 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.

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.

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. Placement and services within the K–12 continuum of special education in Iowa are determined on an individual basis by the IEP team

Notes:

The student’s individualized education plan, determined by the student’s IEP team, will outline the details of the specific services that meet the student’s needs.

Students may receive different services at multiple points along the continuum, based on their Individualized Education Program (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 3-21

Question 3: How will caseloads of special education teachers be determined and regularly monitored?

Caseloads will be tentatively set in the spring for the following year during the special education PLC, in conjunction with the AEA, and will be brought to building administrators. Caseloads may be modified based on summer registration and actual fall enrollments. Caseloads will be reviewed by semester if needed due to service and/or enrollment changes.

The school district will meet the Preschool Program Standards, as defined by the Quality Preschool Program Standards (QPPS) regarding maximum class size and teacher-child ratios.

In determining teacher caseloads, the Bennett Community School District will use the following values to assign points to the programs of each eligible individual receiving an instructional program in the district. The initial numbers will be determined by the Weighted Enrollment Matrix done by the AEA. There will also be the additional factors as listed below:

Level One Students = One Caseload Point	<u>Additional Areas documented in the IEP:</u> FBA/BIP = 1 point Alt Assessment = 1 point Medicaid = 1 point
Level Two Students = Two Caseload Points	
Level Three Students = Three Caseload Points	

Based on this System, the recommended caseload for a teacher is not to exceed 30 points. In some cases, caseload numbers may exceed recommended limits, provided that doing so does not compromise the teacher’s ability to deliver the services and supports outlined in each student’s Individualized Education Program (IEP).

Question 4: What procedures will a special education teacher use to resolve caseload concerns?

Caseloads will be reviewed by individual LEA special education teachers at least 2 times per year, with their building principal and/or special education coordinator and support of the AEA team. In addition to scheduled reviews, caseload will also be reviewed under the following circumstances:

- When a specified caseload is exceeded.
- 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 AN ADDITIONAL CASELOAD REVIEW

- When a teacher has a caseload concern, they will need to file a formal written request for review
 - Requests should initially be given to an individual's principal/supervisor and Special Education Director
- 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 grade levels

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 and special education director. The request is reviewed for clarification with your principal/supervisor and/or special education director.
3. Within 10 working days, the team will review the request and provide a recommendation to address the concern.
4. Upon receipt of the committee's recommendation, the principal will review the information and discuss it with the individual within 10 working days and provide written determination.
5. If the person requesting the review does not agree with the determination, he or she may appeal to the Superintendent of Schools within 5 working days.
6. If the person requesting the review does not agree with the determination, he or she may appeal to the AEA Director of Special Education within 5 working days.
7. The AEA Director/designee will meet with personnel involved and will provide a written recommendation to the district.

Question 5: What process will be used to evaluate the effectiveness of the delivery system for eligible individuals?

Individual: Individual student goals will be monitored and data will be graphed every one - three weeks specified by the IEP in order to determine instructional changes to allow students to achieve their IEP goals.

Building: Building administration and special education teachers will annually review performance and progress in the areas of English language arts, math, and behavior for both individual students and the IEP subgroup when compared to non-IEP students.

District: IEP subgroup data will be reviewed annually at the district level. IEP student data will also be disaggregated and examined by school level (elementary, middle, and high). If the district meets the requirements for the state performance plan, the delivery system will be considered effective. If the district does not meet requirements, the district will work in collaboration with the Department of Education and the AEA to develop continuous improvement plans at both the building and district level in order to improve outcomes for students with IEPs. This work will be documented and supported through an IDEA-DA data and action plan.

District Developed Special Education Service Delivery Plan Assurances

The district will examine their State Performance Plan (SPP) and/or their Annual Progress Report (APR) data to determine priorities and to develop any subsequent action plans. If the district meets the SPP/APR requirements, the delivery system will be considered effective. If the district does not meet those requirements, the district will work in collaboration with the state and AEA officials to rectify the concerns.

The district assures it provides a system for delivering instructional services including a full continuum of service 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 modification to the general education environment and program, including setting and programs in which eligible individuals aged 3 to 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 by a special education teacher in the general education classroom or in an environment other than the general education 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 service delivery 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.

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 service delivery plan was available for comment by the general public.

The district assures the school board has approved the service delivery plan for implementation.