

District Developed Special Education Service Delivery Plan

Gilmore City-Bradgate School District



Effective December 2026 - December 2031

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District Developed Special Education Service Delivery Plan

Gilmore City-Bradgate School

Purpose:

The Iowa Administrative Rules of Special Education requires each school district to develop a plan for the delivery of special education services. This plan outlines the practices and procedures the district will follow in providing support for all students who are “eligible individuals” and receiving special education services.

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

Section 1: Process

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 as required by the state of Iowa.

Committee

Rachel Montag, District Principal and Special Education Director; Paul Peppmeier, Superintendent; Josie Becker, Special Education Teacher; Mary Lamphier, Special Education Teacher; Jessica Nickman, Early Childhood Special Education Teacher/Preschool Teacher; Christy Mach, General Education Teacher; Annie Schreier, Title Reading Teacher and Instructional Coach; Kelsey Mersch, Parent; Jennifer Prentice, AEA Regional Administrator

Planning:

9/10/2026 Administration met to discuss logistics for updates to DDSDP

10/5/2026 Committee meeting

2026 Board Approval

How are services organized and provided to eligible individuals?

Section 2: Continuum of Services

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.

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 teachers in partnership to meet the content and skills needs of students in the general education classroom. These services take shape in a variety of ways. For example, teachers co-plan, divide the class, and provide instruction to smaller groups, or teachers co-provided through co-teaching, which has a strong research base.

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.

Pull-out Services: Pull-out services are defined as direct specially designed instruction provided to an individual with a disability or a group of students with disabilities by a certified special education teacher to provide supplementary instruction that cannot otherwise be provided during the student's regular instruction time. These services are provided in an individual or small group setting for a portion of the day. Pull-out services supplement the instruction provided in the general education classroom through Consulting Teacher services or Collaborative/Co-teaching services. The specially designed instruction provided in pull-out setting does not supplant the instruction provided in the general education classroom.

Alternate Placement / Special School: Alternate Placement / Special School Services are defined as specially designed instruction provided to individual students with the most significant disabilities. Intensive instructional services are provided in a highly structured setting by certified instructional strategists and staff in a separate school setting. These services should only be considered when less restrictive settings on the continuum have been unable to meet the needs of an individual student.

Homebound: Homebound instructional services are defined as specially designed instruction provided to individual students with disabilities who are unable to attend school for a period of time due to an individual's needs. Instruction is provided by a certified instructional strategist (this service may be virtual or in-person, depending on needs and staffing available). These services are only provided with appropriate documentation from a licensed physician and are typically short-term in nature.

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.

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 IEPs.

Services may be provided within the district, or through contractual agreement with other districts and/or agencies.

- The continuum includes services for eligible individuals.
- Early Childhood (ages 3-5) follows the Iowa Early Learning Standards, and students in grades K-12 follow the Iowa Core.

Early Childhood Special Education

The district defines the following terms and definitions to describe instructional services and placements for preschool children:

Regular Early Childhood Program - Less than 50% children with disabilities

Early Childhood Special Education Program - More than 50% of children with disabilities

Regular Early Childhood Program with Teacher Holding Dual Endorsements (i.e., Ed.100): 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 education. The teacher is responsible for direct instruction, preparation of materials, adaptations, 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.

Early Childhood Special Education Program: These services are defined as direct specially designed instruction provided to an individual 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.

The district will provide access to this continuum for all eligible individuals based on their IEPs. Services may be provided within the district or through contractual agreement with other districts and/or agencies. Early childhood special education and regular early childhood programs at Gilmore City-Bradgate School will implement Iowa Quality Preschool Program Standards (IQPPS) as defined by the Iowa Department of Education for instructional services to children on an IEP. Those standards will include the Iowa Early Learning Standards.

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

Section 3: Caseload Determination

Caseloads will be tentatively set in late Spring for the following school year. Caseloads may be modified based on summer registration and actual fall enrollments. Caseloads will be completed and reviewed by

individual district special education teachers with their building principal and/or Special Education Director. Completed copies will need to be shared with the building Principal and Special Education Director.

A “full” caseload will be considered to be 45 total points. A special education teacher’s caseload will be reviewed when the caseload limit exceeds 45 total points. If the teacher is able to do so, no further action is needed. IF the teacher is unable to provide the services and supports specified in his or her students’ IEPs, a plan of action will be developed. If the teacher is not satisfied that the plan of action will meet the requirements of his or her students' IEPs, the teacher may initiate the process for resolving caseload concerns that is described in this plan.

In determining special education teacher caseloads, the Gilmore City-Bradgate School District will use the following values to assign points to the caseloads of each teacher in the district. The casework determinations for students receiving special education services should be equitable among all special education teachers with the same licensure and serving in the same location. The team should have the ability to review and adjust caseload allocations when inequities are identified.

Caseload Determination Worksheet

Teacher Name:	number	multiplier	total
How many IEP students are on your roster?		1	
List the number of students on your roster in each category below			
Up to 60 mins of SDI per week		1	
Between 60-120 mins of SDI per week		1.25	
Between 120-180 mins of SDI per week		2	
Above 180 mins of SDI per week		2.5	
How many of the students on your roster will have a 3-year reevaluation this year?		.25	
How many students are dependent upon an adult for their physical/health needs/behavior needs?		1	
Students with behavior support needs:			
How many students have adaptive behavior or other minor behavior needs? (Behavior accommodations are present)		0.25	
How many students have a moderate behavior need? (BIP, Significantly disruptive, moderate destruction of property, significantly interfering with peer relationships or academics)		0.5	
How many students have a severe behavioral need? (BIP, Safety concerns, physical aggression, self-injury, dangerous to others, safety plan, Chapter 103 reports)		1	
Number of associates with whom you collaborate		1	
Number of students you serve off-site? Including homebound services		1	
With how many adults do you provide collaborative services? (general ed teachers, AEA specialist, ELL instructor, Vocational Rehab)		0.25	
How many students on your roster receive alternate assessment as their state assessment?		1	
	Caseload Total		

Teacher Signature Date

Principal/District Administrator Signature Date

Guidance for Preparing Caseload Determination Worksheet

Terms

Adaptive Behavior--(not aggressive or flight behavior), this is behavior that impairs a student's ability to successfully interact socially or academically (i.e., anxiety, depression, executive function, lack of social awareness). Alternate Assessment--embedded instruction and assessment through DLM

Collaborative Services--(not co-teaching) working with another provider who has primary responsibility. Goal Area--Content area focus (reading, writing, math, behavior)

Safe Place/Break Space--as defined in the student's IEP accommodations

Teacher Directions for Completing the Caseload Worksheet.

Teachers will make a copy of the Caseload Determination Worksheet and share with the building Principal and Special Education Director.

Type teacher's name at the top of the document next to the teacher name section.

In the number column to the right of each statement, enter the number that accurately reflects the response according to the IEP, the caseload score will automatically populate on the far-right column. (If additional services are being provided and not included in the IEP, this is a cue to amend the IEP). All blanks must have a numeral, even if that is a 0. When all blanks are filled, the total caseload score will be calculated automatically at the bottom right corner. The teacher & building principal will review this together and determine if further action is required. If further action is required, a meeting will be set up and notes from that meeting will be attached. (See District Developed Service Delivery Plan Section 4: Caseload Resolution Procedures).

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

Section 4: Caseload Resolution Procedures

If the district is exceeding the limits specified in this plan, caseload will be reviewed when it exceeds 45 total points. The district may also ask the AEA Special Education Director to grant and adjust caseload status. Caseloads will be reviewed at least twice per year, by individual LEA special education teachers with their building administrator. In addition to scheduled reviews, the 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.

If needed upon review, if there appears to be an overload, the administrator and/or Special Education Director will arrange a Caseload Assistance Team (CAT) meeting. The CAT will comprise of two teachers, a building administrator, and an AEA representative, appointed as needed by the Superintendent of the school district. The CAT will make recommendations as to whether there is a need for adjustments to a teacher's schedule or roster. If needed, the Superintendent or Special Education Director will convene the CAT team within 10 school days after receiving a request for review. A resolution and written decision must be made available to the teacher within 10 school days after the CAT meeting. If the person requesting the review disagrees with the determination, Iowa Code permits the special education teacher to contact the AEA Special Education Lead to appeal.

How will the delivery system for eligible individuals meet the targets identified in the state’s performance plan? How will the delivery system for eligible individuals address the identified needs by the state in any determination made under Chapter 41? What process will be used to evaluate the effectiveness of the delivery system for eligible individuals?

Section 5: Evaluation of Gilmore City-Bradgate Special Ed Service Delivery Plan

Individual Level:

Progress on each student’s IEP goals will be reviewed regularly by the special education teacher, general education teacher(s), and school administrators. These ongoing reviews will determine whether adequate progress is being made, if instructional adjustments are needed, or if more targeted or intensive supports through the MTSS or special education should be implemented.

School Level:

Each school will analyze student progress monitoring data, along with formative and summative assessments. Teams will review the performance of students with IEPs to identify and address gaps in achievement, growth, and access to educational opportunities.

District Level:

At the district level, the leadership team will conduct an annual review of data from each school, including the plans and results outlined above, and the district IDEA-DA designations and progress towards goals set from the state performance plan. Student data will be disaggregated and analyzed by school level to identify trends, guide planning, and inform continuous improvement efforts.

Section 6: 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, 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 ages 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 this plan for creating a system for delivering specially designed instructional services.
- The district assures that before the school board adoption, this delivery system was available for comment by the general public.
- The district assures this delivery system was developed by a committee that included parents of eligible individuals, special education teachers, general education teachers, administrators, and at least one AEA representative (selected by the AEA Special Education Director).
- The district assures that the AEA Special Education Director verified the delivery system complies with the Iowa Administrative Rules of Special Education.
- The district assures the school board has approved the service delivery plan for implementation.