



Newton Cardinals

Newton Community School District Mission

The Newton Community School District empowers every learner to achieve a lifetime of personal success.

Newton Community School District Special Education Philosophy

Every child should have the chance to meet challenging objectives; thus, Newton will offer IEPs & IFSPs reasonably calculated to enable a child to make appropriate progress in light of the child's circumstances.

Special Education Services Theory of Action

If...

Newton special education teachers work collaboratively with parents, colleagues and other stakeholders to identify the unique needs of students entitled to receive special education services, develop individualized education plans to meet these specific needs and implement the plans with fidelity...

And...

They consistently implement child specific, evidence-based instructional strategies to supplement or intensify core instruction...

And...

They use valid and reliable student data (i.e. diagnostic, formative, and summative measures) to continuously adjust or refine their instruction...

Then...

Students at Newton entitled to special education will be most likely to learn essential academic, social and functional skills at such a rate to work towards closing the achievement gap that exists between them and their peers.

District Developed Service Delivery Plan (DDSDP)

Adopted by NCSD Board of Directors on August 14, 2023

Due for Review & Revision August 2028

The required District Developed Service Delivery Plan is a summary of Newton's continuum of special education services and the local decision-making process that examines special education teacher caseloads. The teacher caseload process utilizes a points-based matrix to provide data that helps guide the district in making sound recommendations regarding personnel needed to support special education programs. The staffing decisions are made with the intent of ensuring that the district allocates a proper amount and type of resources to best meet the needs of our students with disabilities to ensure a Free and Appropriate Public Education (FAPE). The Iowa Administrative Rules of Special Education, Chapter 41.408, requires each school district to update the plan for delivery of special education services every five years.

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

The Newton Community School District gathered input from various team members with representation from Newton district administration, general and special education teachers, parents, Heartland AEA and community members. Iowa Code, Department of Education resources, sample district plans, and team member input was used to fulfill the requirements of the plan. This plan has been collaboratively developed to ensure that the needs of all students are met.

Committee Member Representation

Parent: Jordan Bell, Angie Bowie, Amy Coady, Heather Haney, Malloy Nearmyer, Rose Niles, Sara Penning

Community: Christine Dawson, Laura Satterfield

Special Education Teacher: Amy Blasius, Skylar Cobbs, Sarah Fricke, Carrie Garrett, Tammy Heriford, Lois Holmes, Tina Stammeyer, Charlie Taylor, Kaitlyn VanSickle

General Education Teacher: Rachelle Hyde, Liz Larscheid, Jake Bennett

Administration: Jim Beerends, Jolene Comer, Danielle Kenny, Tom Messinger, Trisca Mick, Bret Miller, Todd Schuster, Tara Zehr

Heartland AEA: Chris Pierson, Diane Volkman, Abby Zmolek

*See the end of this document a glossary of special education terms and acronyms.

Plan Development Process and Timeline

Step	Action	Date Completed
1	District selects committee members	May 10, 2023
2	Committee meets and drafts plan	May 23 & May 30, 2023
3	Plan available for public comment; District website & Facebook page, district newsletter, Infinite Campus email to households	July 17 - July 23, 2023
4	AEA Special Education Director verifies compliance	August 8, 2023
5	District School Board approval process	August 14, 2023
6	Plan submitted to State Department of Education Consolidated Accountability and Support Application (CASA)	August 17, 2023
7	State Certification Process	State determined

How will services be organized and provided to eligible individuals?

General Education Curriculum

The general education curriculum includes the curriculum expected of all children. In Iowa that may include the Iowa Core, Iowa Core Essential Elements, the Iowa Learning Standards, and school-based expectations that may be evident in social-emotional standards, students handbooks etc. References to the Iowa Core throughout this document are referring to the general curriculum most related to the learner and their area of need. (Department of Education: Iowa's SDI Framework, Revision, August 2018)

Child Find Processes in a Multi-tiered System of Supports (MTSS) Framework

The Newton Community School District will actively seek to identify, locate, and evaluate students who may be in need of special education and/or related services. This process includes the use of data to design targeted general education interventions, accommodations, and supports that address the students' skill deficits and provide access to the general education curriculum. Evidence-based instructional materials and methods will be utilized to implement interventions in a multi-tiered system of support aimed at remediating the students' skill deficits and determining what the students need to be successful. Whenever a child is suspected of having a disability, the district will, in collaboration with Heartland Area Education Agency staff, follow required procedures and request the parent's written consent to conduct a full and individual evaluation to assess the child's eligibility for special education services.

The Newton CSD will ensure each entitled student receives a *Free and Appropriate Public Education (FAPE)* that is reasonably calculated to enable a child to make appropriate progress in light of the child's circumstances. Each child's educational program must be appropriately ambitious in light of his or her circumstances, and every child should have the chance to meet challenging objectives. This will be done through the development of an Individualized Education Program (IEP). A multidisciplinary team of individuals, including the student's parents, with a vested interest in the student's success, will develop the student's IEP.

The Newton CSD will implement procedural safeguards to ensure informed parent consent, guarantee meaningful parent participation in decisions regarding educational programming and placement, and provide parents an opportunity to challenge district decisions. Parents will also be provided *prior written notice (PWN)* whenever the district initiates, proposes or refuses a change in the identification, evaluation, or placement of a student.

The Newton CSD will educate special education students alongside their typical peers to the maximum extent appropriate in the *Least Restrictive Environment (LRE)*. Entitled students will be removed from the general education setting only when the nature or severity of their disability is such that their needs cannot satisfactorily be met in the regular classes, even with the use of supplementary aids and services [281-41.114(2)b]. When a student's needs cannot adequately be met in the general education setting, they will be served in an environment that provides the least possible amount of segregation from the student's nondisabled peers.

Specially Designed Instruction (SDI)

As a result of the Child Find processes, a learner eligible for and in need of special education services in Iowa is entitled to Specially Designed Instruction (SDI) at no cost to the family, to meet his/her unique needs as a learner with a disability. *This includes adapting as appropriate to the needs of the individual learner, the content, methodology or delivery of instruction to address his/her unique needs that result from a disability and to ensure access to the general curriculum, so that he/she can meet the educational standards that apply to all children* (IAC 41.39). These special education and related services must be designed to meet the learner's unique needs and prepare them for further education, employment, and independent living (CFR300.1; IAC 41.1). (Department of Education; Iowa's SDI Framework, Revision, August 2018)

Guiding Principles about SDI

The following foundational beliefs are of key importance as we work together to improve our special education outcomes, services, and SDI:

- Learners receiving special education services are general education learners first and always.
- Highly effective special education services and outcomes are dependent on highly effective Universal Instruction and a school-wide intervention system.
- The Iowa Core Standards, Iowa Core Essential Elements, Early Learning Standards, and school-based expectations should drive diagnosis, design and delivery of SDI.
- SDI helps learners to address their unique needs as a result of the individual's disability.
- Highly effective SDI flows from high quality and specific assessment information. This assessment information includes screening, diagnostic, formative and summative.
- SDI supports learners to use tools, materials and strategies to access Iowa Core Standards and reach grade-level aligned goals.
- Effective SDI is designed through collaboration between families and highly qualified educators.
- SDI is delivered by special education and general education teachers and professionals in various settings across the day.
- Progress monitoring data is used frequently to adjust SDI.
- Paraprofessionals/ associates are a more restrictive option and the advantages should be prudently weighed against potential to interfere with the development of independence.
- IEP teams will begin to consider transition to life after high school needs for living, working, and learning beginning at age 14 by selecting courses/experiences that will be meaningful to the individual's future and motivate the individual to complete his/her education.
- IEPs teams will match programming to need, and consider how to fade services over time as the student develops skill and independence.

(Adapted and modified from Department of Education; Iowa's SDI Framework, Revision, August 2018)

Dual-Enrollment

Special Education Services that are provided in addition to the instruction the identified student receives in their attending public school. Example: A 5th grade student attending Newton Christian School who receives their specially designed instruction in the area of Math at Berg Middle School.

Continuum of Special Education Services for Newton CSD

The Newton CSD has a continuum of services available to students eligible for and entitled to receive special education. Students will receive services along this continuum aligned to their unique and individualized needs based on the determination made by the IEP team. These services may look different depending on the student's grade level, current levels of performance, and the research supporting services at that particular level. Students may receive IEP directed services at multiple points along the continuum. 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 agreement with other districts and/or agencies.

When developing an eligible individual's IEP and placement, the team shall consider the following questions, as well as any other factors appropriate under the circumstances, regarding the provision of special education and related services [41.116(4)a]:

1. What accommodations, modifications and adaptations does the individual require to be successful in a general education environment?
2. Why is it not possible for these accommodations, modifications and adaptations to be provided within the general education environment?
3. What supports are needed to assist the teacher and other personnel in providing these accommodations, modifications and adaptations?
4. How will receipt of special education services and activities in the general education environment impact this individual?
5. How will provision of special education services and activities in the general education environment impact other students?

Each service delivery option along Newton CSD's continuum is described on the following pages, including specific roles and responsibilities of the general and special educators supporting the eligible individual within each model. The service delivery options are listed from least intensive to most intensive as depicted in the visual model below.

Least Intensive		Most Intensive	
General Education with Consultation	General Education with Collaboration	General Education with Direct Instruction in a Special Ed Setting	Special Ed Setting with Direct Instruction

Students may receive IEP directed services at multiple points along the continuum.

General Education with Consultation

The learner is served in the general education classroom with consultation and support from the special education teacher or direct services provider (SLP, OT, PT, vision, hearing). A special education teacher or direct service provider serves in a consultative role to a general education teacher that is primarily responsible for providing the collaboratively designed instruction. The model allows a special education teacher to partner with multiple general education teachers without being physically present in the same classroom at the same time.

<p align="center">General Education Teacher Role/Responsibilities</p>	<p align="center">Special Education Teacher Role/Responsibilities</p>
<ul style="list-style-type: none"> ● Oversees all general education instruction ● Implements high-quality differentiation practices ● Delivers collaboratively designed content instruction in the general education class, including assessments and progress reporting measures. ● Collaboratively plans with the special education teacher and provides specially designed instruction (SDI), accommodations and modifications needed to enable access. ● Consults regularly and frequently with the special education teacher ● Engages in ongoing communication and professional learning with special educators to assist with understanding of learning progressions within the Iowa Core. ● Responsible for assignments and grades for general education curricular standards 	<ul style="list-style-type: none"> ● Collaboratively works with the general education teacher on the instructional design and preparation of materials, application of skills in the general education setting, as well as adaptations and accommodations and/or modifications as outlined in the IEP. ● Monitors the learner’s progress on IEP goals. ● Understands high-quality instructional and differentiation practices. ● Coordinates and shares available special education resources ● Engages in regular and frequent consultation with general educators to oversee the general educator’s provision of accommodations, modifications, SDI data collection and data analysis. ● Has oversight and monitoring of fidelity of SDI, accommodations, modifications, progress monitoring, BIP, and educational decision making.

**Least
Intensive**

**Most
Intensive**

General Education
with Consultation

General Education
with Collaboration

General Education
with Direct Instruction
in a Special Ed Setting

Special Ed Setting
with Direct Instruction

Students may receive IEP directed services at multiple points along the continuum.

General Education with Collaboration

The learner receives special education support in the general education classroom through the collaborative model, in which the special education teacher pushes into the general education classroom at targeted times for the purpose of sharing the responsibility for providing specially designed instruction (SDI), accommodations, and/or modifications to allow the learner to access the general education curriculum and for the purpose of skill-building, resulting in increased capacity of general educators to differentiate and execute the IEP with fidelity.

General Education Teacher Role/Responsibilities	Special Education Teacher Role/Responsibilities
<ul style="list-style-type: none"> ● Oversees all general education instruction ● Implements high-quality differentiation practices ● Collaboratively plans with the special education teacher and supports provision of SDI within specific skill areas and instructional activities during targeted times ● Collaboratively provides accommodations and/or modifications needed to enable access ● Engages in ongoing communication and professional learning with special educators to assist with understanding of learning progressions of the Iowa Core ● Collaborates with special education teacher for assignments and grades for general education curricular standards 	<ul style="list-style-type: none"> ● Provides direct specially designed instruction to the learner or group of learners in the general education classroom at targeted times ● Monitors the learner’s progress on IEP goals ● Collaboratively implements high-quality differentiation practices ● Collaboratively provides accommodations and modifications needed to enable access ● Engages in ongoing communication and professional learning with general educators to understand learning progressions within the Iowa Core ● Understands the general education curriculum ● Coordinates and shares available special education resources ● Collaboratively provides and oversees the provision of SDI, BIP implementation, educational decision making, and goal progress within skill areas and instructional activities.

Least Intensive

Most Intensive

General Education with Consultation

General Education with Collaboration

General Education with Direct Instruction in a Special Ed Setting

Special Ed Setting with Direct Instruction

Students may receive IEP directed services at multiple points along the continuum.

General Education with Direct Instruction in a Special Education Setting

The learner receives specially designed instruction and support aligned to the general education curriculum. When the services cannot be appropriately provided in the general education setting, the learner may receive some services within a special education setting. The special education setting is defined by which students are in the group/setting. If other students entitled to receive special education services are a part of the group, even if within the general education classroom, it is considered a special education setting. Students may also receive specially designed instruction in the special education classroom.

<p align="center">General Education Teacher Role/Responsibilities</p>	<p align="center">Special Education Teacher Role/Responsibilities</p>
<ul style="list-style-type: none"> ● Oversees all general education instruction ● Implements high-quality differentiation practices ● Provides accommodations and/or modifications needed to enable access ● Engages in ongoing communication and professional learning with special educators to assist with understanding of learning progressions within the Iowa Core ● Collaborates with special education teacher for assignments and assigning grades aligned to general education curricular standards 	<ul style="list-style-type: none"> ● Provides specially designed instruction that aligns with the Iowa Core ● Monitors the learner’s progress on IEP goals ● Understands high-quality instructional practices ● Engages in ongoing communication and professional learning with general educators to understand learning progressions within the Iowa Core ● Collaborates with general education teacher to determine necessary accommodations and/or modifications to enable access ● Coordinates and shares available special education resources ● Collaboratively provides and oversees the provision of SDI and goal progress within skill areas and instructional activities

Least Intensive

Most Intensive

General Education with Consultation

General Education with Collaboration

General Education with Direct Instruction in a Special Ed Setting

Special Ed Setting with Direct Instruction

Students may receive IEP directed services at multiple points along the continuum.

Special Education Setting with Direct Instruction

On rare occasions, if the student receives his/her primary core instruction separate from non-disabled peers as a program modification, all services he/she needs will be provided in a special education or separate educational setting (including, but not limited to, self-contained special education classroom, virtual learning platforms, special schools, home-bound instruction, and instruction in hospitals and institutions).

In this model, reverse consultation will be provided by a highly qualified content teacher or general education teacher to ensure the special education service provider is equipped to meet the content standards of the Iowa Core. A reintegration plan will be written to guide data-based decisions of the IEP team to move from more to least restrictive programming.

<p align="center">General Education Teacher Role/Responsibilities</p>	<p align="center">Special Education Teacher Role/Responsibilities</p>
<ul style="list-style-type: none"> ● Provides consultation to special education teacher to ensure access to all general education curriculum ● Collaborates with special education teacher to determine the necessary accommodations and/or modifications needed to enable access to general education curriculum ● Engages in ongoing communication and professional learning with special educators to assist with understanding of learning progressions within the Iowa Core ● Consults with special education teacher for assignments and assigning grades aligned to general education curricular standards 	<ul style="list-style-type: none"> ● Provides specially designed instruction that aligns with the Iowa Core ● Monitors the learner’s progress on IEP goals ● Implements practices to ensure access to content material aligned to Iowa Core ● Engages in ongoing communication and professional learning with general educators to understand learning progressions within the Iowa Core ● Collaborates with general education teacher to determine the necessary accommodations and/or modifications to enable access to general education curriculum ● Collaborates with general education teacher for assignments and assigning grades aligned to general education curricular standards ● Collaboratively provides and oversees the provision of SDI and goal progress within skill areas and instructional activities

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General Education
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Special Ed Setting
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Students may receive IEP directed services at multiple points along the continuum.

Inclusive Early Childhood Setting

Early Childhood Special Education Program Model Criteria

In the Newton Community School District, instructional services for identified individuals in the early childhood program are provided in an integrated instructional model while adhering to the Iowa Quality Preschool Program Standards (QPPS) through the use of a comprehensive instructional curriculum, Creative Curriculum, as monitored by the GOLD Assessment. The regular early childhood program provides quality instructional services to children with an IEP for ages 3 and older, designed around their unique and individual needs based on the decisions made by the IEP team.

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 appropriate to serve in an early childhood setting. 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.

Newton Preschool teachers will not complete caseload determination worksheets as Newton adheres to the following state required guidelines for caseload as follows:

- Regular Early Childhood Program – Less than 50 percent of children with disabilities are being instructed in that setting
- Early Childhood Special Education Program – More than 50 percent of children with disabilities.
- Iowa Code 16.3(2) Ratio of staff to children. There must be at least one teacher present in a classroom during the instructional time described in subrule 16.3(4). A minimum of one staff member and one teacher shall be present when 11-20 children are present. Staff members shall have reasonable line-of-sight supervision of all children.
- Iowa Code 16.3(3) Maximum class size. There shall be no more than 20 children per classroom for 4 year olds.
- Iowa Code 16.3(4) Instructional time. Eligible children shall receive at least ten hours per week of intentional instruction individualized to meet the needs of the child and directly related to the program's curriculum, such time to be exclusive of recess.

If an early child special education teacher has a high number of students with the most intensive level of service on their roster, the teacher may initiate conversation with their principal and special education director to problem solve workload.

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

Building principals, in collaboration with special education teachers within each building, will tentatively establish the teacher rosters in May, following the special education transition planning meetings each year. The rosters may be modified after fall registration to plan for the upcoming school year.

Rosters and teacher caseload points will be generated and reviewed in May, September and January. The caseload points will be reviewed by the special education director, building principals, and special education teachers in each building. If the caseload points are at or above the district recommended threshold for caseload review, then a caseload review process will be held to determine whether changes need to be made with the roster. The district will notify all teachers and administrators whenever the threshold is modified.

The special education director will communicate with the special education teachers and building principals when it is time to complete the caseload point process. Each special education teacher is required to use the caseload point sheet provided to generate points based on individual student IEPs on their roster. Then those individual student points will be added together to form a total score for their teacher caseload based on their roster. Those individual student points and total roster points will be submitted to the building principals and director of special education in the format requested and by the date provided. (See caseload sheet)

Caseloads can also be reviewed using the caseload resolution process when initiated by a teacher (or administrator) with good cause.

Newton CSD Special Education Caseload Determination Worksheet

Roster Teacher: _____

Date: _____

#	Description	Weight	Total
1	Eligible Roster Student	__ X 1.00 =	
2	Total number of Specially Designed Instruction minutes provided by special education teacher daily. (Calculate daily from services page) A. 1 - 45 minutes B. 46 - 90 minutes C. 91-135 minutes D. 136-180 minutes E. 181-225 minutes F. 226-270 minutes G. 271-315 minutes H. 316-360 minutes I. 361-405 minutes J. 406 - 420+ minutes	__ X 1.00= __ X 1.25= __ X 1.50= __ X 1.75= __ X 2.00= __ X 2.25= __ X 2.50= __ X 2.75= __ X 3.00=	
3	Progress monitoring: A. Every other week (twice a month) B. Weekly C. Daily	__ X 1.00 = __ X 1.25 = __ X 1.50 =	
4	One tally for each required this school year for student: A. 3-year reevaluation B. Building transition meeting (PK to K, 4th to 5th, 8th to 9th)	__ X .25 =	
5	Total collaboration and consultation with general education teachers and student associates- minutes per month (Calculate from services page-Weekly x 4) A. 40 minutes or less B. 41-80 minutes C. 81 or more minutes	__ X 1.00 = __ X 1.25 = __ X 1.50 =	
6	Student has a Behavior Intervention Plan (BIP)? A. Student has a crisis/safety plan?	__ X 1.00 = __ X 0.50 =	
7	Student requires weekly Medicaid summaries?	__ X 0.50 =	
8	One tally for each assessment the student using: A. Early Literacy Alternate Assessment (ELAA) (K-6) B. Iowa Alternate Assessment (IAA) (Grades 3+)	__ X 1.25 = __ X 1.25 =	
9	One tally for each support staff or extra related service provided to the student requiring collaboration or direct support from special ed teacher: A. Speech and Language Pathologist B. Occupational Therapist C. Physical Therapist D. Hearing Itinerant teacher E. Vision Itinerant teacher F. Assistive technology and/or Accessible Instructional Materials G. School Nurse (coordinating health plan implementation)	__ X 0.25 =	
Total Point Value of Student			

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

In addition to district scheduled reviews in May, September and January, rosters will also be reviewed to determine manageable caseloads when a specified caseload is exceeding the caseload review threshold and the special education teacher has concern about his/her ability to effectively perform the essential functions of his/her job due to the caseload. The following steps will be adhered to:

- Special education teacher will request to meet with the building principal.
- Special education teacher and principal will hold a meeting within 3 school days to collaboratively review the caseload and address concerns. Solutions could include, but are not limited to, making revisions to the master schedule, teacher's schedule/roster, or a change of provision of services within the special education department and other special education rosters.
- The teacher making the request will be responsible for gathering relevant information to support their request. This information might include, but is not limited to:
 - IEPs of students on roster (summary of student needs)
 - Teaching and instructional grouping schedule
 - General education collaboration schedule, roles, responsibilities
 - Consultation/Communication logs & schedule-between general ed and special ed teachers, AEA, LEA support staff, school nurse, parents, other outside agencies
 - Copies of Special Education Caseload Determination Worksheet - one for total roster with clearly identified initials of served students
- If no solutions can be generated, within 3 school days of the special education teacher and principal meeting, the special education teacher, principal, and special education director will meet to review the caseload based on the current roster to address concerns.
- If no solutions can be generated or the review results in a recommendation from the building principal and special education director that impacts personnel decision making and staffing, a meeting with the building administrator, special education director, and superintendent will be held within 5 work days. A written result of the meeting containing a solution will be provided to the special education teacher by that team.

How will the delivery system meet the targets in the state's performance plan (SPP) and any determinations set by the state according to the SPP outcomes? What is the process used to evaluate the effectiveness of the system for making caseload determinations?

The Newton Community School district will examine the following data sets annually to determine the overall effectiveness of the special education delivery model:

- IDEA Differentiated Accountability results
- Individual student outcomes
- Exit data
- District wide assessment data for individuals with disabilities
- Percent of students graduating
- Percent of special education identification

For those areas that meet expected targets, consideration will be given to sustainability of best practices leading to those outcomes. If the district does not meet expected requirements, the district will work in collaboration with Heartland AEA and resources provided by the State Department of Education to review needs and if determined necessary, make system, program and caseload level changes based on the targeted area of concern that will lead to improved outcomes for Newton students.

District Developed Special Education Service Delivery Plan Assurances

1. 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 3-21 and shall provide for the following:
 - a. The provision of accommodations and modifications to the general education environment and program, including settings and programs in which eligible individuals aged 3 through 21 receive specially designed instruction, including modification and adaptation of curriculum, instructional techniques and strategies and instructional materials.
 - b. 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
 - c. 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.
 - d. 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.
2. The district assures the school board has approved the development of the plan for creating a system for delivering specially designed instructional services.

3. The district assures that prior to the school board adoption, this delivery system was available for comment by the general public.
4. The district assures the delivery system plan was developed by a committee that included parent representation of eligible individuals, special education teachers, general education teachers, administrators, and at least one AEA representative (selected by the AEA Special Education Director).
5. The district assures the AEA Special Education Director verified the delivery system is in compliance with the Iowa Administrative Rules of Special Education.
6. The district assures the school board has approved the service delivery plan for implementation.

Glossary of Special Education Terms and Acronyms

Term	Acronym	Explanation
Accessible Instructional Materials/Accessible Educational Materials	AIM/AEM	Materials that provide the same educational information found in textbooks, pamphlets, etc. in a different format. Examples include Braille, large print, audio, and digital text. (May also be referred to as AIM; AEM is the newer, broader term for accessible materials.)
Accommodation		Accommodations are supports or services provided to assist a student access the general curriculum and demonstrate learning.
Age of Majority		The age at which a student gains the rights to make his/her own decisions, including those related to education. In Iowa, this happens at age 18 or when a person gets married.
Americans with Disabilities Act	ADA	A federal civil rights law that protects people with disabilities at work, school, and in public places.
Area Education Agency	AEA	The state of Iowa is divided into nine AEAs. Each AEA provides local school districts with support and assistance.
Assistive Technology	AT	Any service or device, including software or equipment, that helps people work around their challenges. Examples include pencil grips, test to speech, or word prediction software.
Augmentative and Alternative Communication	AAC	A means of communicating ideas and feelings that does not involve speaking. Examples include sign language, pictures, mobile device, and speech-generating devices.
Behavior Intervention Plan	BIP	A plan designed to increase (reinforce) positive behaviors and decrease problem behaviors. This plan is developed by reviewing the results of a Functional Behavior Assessment (FBA).
Caseload		Refers to the number of students with Individualized Education Programs (IEPs), Individualized Family Service Plans (IFSPs) served by a special education teacher and other professionals through direct and/or indirect service delivery options.
Caseload Review Threshold		The district determined a point that indicates that a caseload conversation is recommended between a teacher and administration.
Child Find		The process used to identify and evaluate students for special education services.

Child Outcome Summary Process	COS	<p>A summary of a child's functioning in each of the following three child outcome areas:</p> <ul style="list-style-type: none"> • Positive social-emotional skills, including social relationships • Acquisition and use of knowledge and skills, including early language/communication and early literacy • Use of appropriate behaviors to meet their needs
Collaborative Services		<p>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 or regular early childhood program to aid the student(s) in accessing the general education curriculum. These services are provided simultaneously with the general education or preschool content area instruction.</p>
Consulting Teacher Services		<p>Consulting Teacher services are defined as indirect services provided by a certified special education teacher to a general education or regular early childhood program 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 or program.</p>
Disability Suspect	DS	<p>A term indicating that a disability is suspected that may be impacting a child's performance in school. This would trigger the need for a Full and Individual Initial Evaluation (IEE).</p>
Dynamic Learning Maps	DLM	<p>Assessments that are for students with the most significant cognitive disabilities for whom general state assessments are not appropriate, even with accommodations. DLM assessments offer these students a way to show what they know and can do in English language arts, mathematics, and science.</p>
Early ACCESS	EA	<p>Iowa's system for providing early intervention services for infants and toddlers, birth to age 3, with a developmental delay or disability. This program includes support to parents to help their children learn and grow.</p>

Early Childhood	EC	Services and programs provided to children ages 3–5.
Early Childhood Iowa	ECI	Programs across the state which provide support to achieve proven results for children ages 0–5 and their families.
Early Childhood Outcomes	ECO	The goal of early intervention and early childhood special education is to enable young children with disabilities to be active and successful participants during their early childhood years and in the future. The three Early Childhood Outcomes areas include: <ul style="list-style-type: none"> • Positive social-emotional skills (social relationships) • Acquires and uses knowledge and skills (early language/communication) • Uses appropriate behaviors to meet their needs
Early Childhood Special Education	ECSE	Services and supports for children with special needs ages 3–5 that are provided by AEAs and local school districts.
Educational Evaluation Report	EER	A document that shows the results of an initial evaluation used by the team to report their evaluation findings.
Eligible Individual	EI	In Iowa, the term ‘eligible individual’ is used to describe any student who has been determined to be eligible for special education services and/or supports and who has an IFSP/IEP.
Extended School Year Services	ESY / ESYS	Special education services that are provided to a child with a disability beyond the normal school year and are provided at no cost to the parent or the child.
Family & Educator Partnership	FEP	A program that develops and sustains partnerships between families, educators, and community providers to promote success for all children and youth with disabilities.
Free & Appropriate Public Education	FAPE	Special education and related services that are free and appropriate for a student’s unique needs, guaranteed under IDEA.
Functional Behavioral Assessment	FBA	A process to help understand a child’s problem behavior(s).
Independent Educational Evaluation	IEE	An evaluation conducted by a qualified examiner who is not employed by the district or AEA. An IEE is completed, per parent request, when the parent disagrees with the results of an evaluation completed by the district or AEA.

Individual Health Plan	IHP	A document that outlines necessary services to address a student's health needs at school. An emergency health plan may be included if determined necessary by the team.
Individualized Education Program	IEP	A document that outlines the special education goals, services, and supports of a child who has been determined to have a disability and is in need of special education. This document is reviewed annually to determine if changes in services and supports are needed.
Individualized Family Service Plans	IFSP	An IFSP outlines a child's and family's unique needs, outcomes, and the early intervention services and supports determined necessary by the IFSP team. When a child is determined eligible and the parents consent to services, the initial IFSP is drafted and implemented. Thereafter, the IFSP team will review the IFSP at least every six months and redetermine eligibility at least annually.
Individuals with Disabilities Education Act	IDEA	A federal law which guarantees the educational rights of individuals with disabilities.
Iowa Core		The Iowa Core standards describe what students should know and be able to do from kindergarten through 12th grade in math, science, English language arts and social studies. The Iowa Core also sets learning goals for 21st Century skills in areas such as financial and technological literacy. The Iowa Core is a set of common expectations for school districts across the state. It is not a curriculum, so decisions about how to help students meet learning goals remain in the hands of local schools and teachers.
Iowa Core Essential Elements	EE	The Iowa Core Essential Elements (EEs) are specific statements of knowledge and skills linked to the grade-level expectations identified in the Iowa Core Standards. The purpose of the EEs is to build a bridge from the content in the Iowa Core Standards to academic expectations for students with the most significant cognitive disabilities.
Iowa IDEA Information	i3	An online and accessible platform for procedures, guidance, and resources related to Early Intervention and Special Education.
Iowa Vocational Rehabilitation Services	IVRS	Iowa's state vocational rehabilitation program provides individualized services to Iowans with disabilities to achieve their independence through successful employment and economic support.

Learning Disability/ Specific Learning Disability	LD / SLD	An umbrella term for a variety of learning problems. These typically fall into three categories: <ul style="list-style-type: none"> • Dyslexia (reading issues) • Dysgraphia (writing issues) • Dyscalculia (math issues)
Least Restrictive Environment	LRE	The environment in which a child receives appropriate supports and services while learning with nondisabled peers.
Local Education Agency	LEA	The local school district.
Modification		Changes made to the context and performance standards for students with disabilities. It changes the playing field for a student.
Multi-tiered System of Supports	MTSS	A systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system by providing students with universal, targeted, and intensive support.
Occupational Therapy	OT	Provides help for people to fully engage in all aspects of life, including school, work, and play. Examples could be assistance in areas of daily living such as cooking, dressing, eating, or driving.
Other Health Impairment	OHI	A disability that includes limited strength, vitality, or alertness due to chronic health problems. In addition, developmental delays or problems with education performance may result.
Physical Therapy	PT	Specially designed exercises and equipment to help people improve or regain their physical abilities.
Positive Behavioral Interventions and Supports	PBIS	Services and supports to promote and maximize academic achievement and behavioral competence of all students.
Postsecondary Expectations	PSE	A portion of a student's IEP (from age 14 and beyond) that allows for planning beyond high school in the areas of living, learning, and working. This should be based on assessment information, including the student's interests and preferences.
Postsecondary Summary	PSS	Summary of a child's academic achievement and functional performance which includes recommendations on how to assist the child in meeting their postsecondary goals. **This document was formerly known as the SAR (Student Accommodation Request).

Present level of Academic Achievement and Functional Performance	PLAAFP	A section of an IEP that provides a summary of academic achievement and functional performance.
Prior Written Notice	PWN	A written notice to families providing information on the proposed or refused actions as a part of the IFSP/IEP process.
Procedural Safeguards		Explanation of the specific rights and responsibilities of the family in the special education process. Translations of the manual are available in seven languages: English, Arabic, Bosnian, Laotian, Serbo-Croatian, Spanish, and Vietnamese.
Quality Preschool Program Standards	QPPS	The State of Iowa believes that high quality research-based early learning experiences are essential to building a foundation for achieving positive outcomes for children. In addition, it is the Department of Education's belief that providing a diverse array of environments interwoven with family and community support leads to ultimate learning opportunities for young children of Iowa.
Reevaluation		An assessment conducted every three years, or as necessary, to determine continued eligibility and the best way to meet the student's learning needs.
Secondary Transition		The process for students, beginning no later than age 14, that focuses on planning for the future in the areas of living, learning, and working.
Service Provider		Any provider of a service described in a student's IEP such as Special Education Teacher, Speech Language Pathologist (SLP), Occupational Therapist (OT), Physical Therapist (PT), Paraprofessional, etc.
Special Education	Sp.Ed. / Sped	Supports and services provided to eligible individuals to address their unique needs.
Specially Designed Instruction	SDI	Adapting the content, methodology, or delivery of instruction as appropriate to the needs of the child. The instruction should: <ul style="list-style-type: none"> ● Address the unique needs of the child that result from the disability; and ● Ensure access to the Iowa Core, so that the child can meet the educational standards that apply to all children ● Must be delivered by a highly qualified special education teacher

Speech Language Pathologist	SLP	An expert in communication who assesses, diagnoses, and treats individuals with communication and swallowing disorders.
Statewide Voluntary Preschool Programs	SWVPP	A preschool program available to Iowa residents, with or without disabilities, who reach age 4 on or before September 15 of the school year.
Transfer of Rights		The act of transferring rights from the parent to the student. This gives the student the right to make his/her own decisions, including those related to education. In Iowa, this happens at age 18 or when a person gets married.
Universal Design for Learning	UDL	An educational framework for applying universal design principles to the learning environment with a goal toward greater accessibility for all students, including students with disabilities.
Visual Impairment	VI	Impairment to vision that adversely affects an individual's learning. This includes partial sight and blindness.

*Adapted from the Iowa Department of Education Special Education Terms and Acronyms