

## Alta-Aurelia Community School District



## District Developed Service Delivery Plan For Special Education

### **Educational Levels & Buildings Included in the System**

PreK-4th Grade Alta Elementary

PreK-4th Grade Aurelia Elementary

5th-8th Alta-Aurelia Middle School

9th-12th Alta-Aurelia High School

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

The delivery system was developed in accordance with the Iowa Administrative Code rule 41.408(2)"c". The committee is developing the initial plan for the Alta-Aurelia Community School District. Eligible individuals, special education teachers, general education teachers, administrators and AEA representatives make up the committee. The committee that developed the plan for public and board approval consists of the following membership:

### **Committee:**

Bill Walters - Superintendent

Scott Mitchell 9-12 Principal

Jeannie Henningsen - PK- 8 Principal

Stacy Mueller - PK-4 Principal

Jennifer Sammons AEA Representative

Becky Bloom Parent

Dan Sliefert Parent

Lori Zeimen Elementary and Middle School Special Ed Teacher

Monica Mattson 9-12 Special Education Teacher

Lesa Heschke - General Education Teacher

Sherry Harms - General Education Teacher

**Planning Sequence:**

February 2021 Organization of development process.

March-April 2021 Development of the plan

April 30, 2021 Plan submitted for approval to AEA Director of Special Ed

May 2021 Plan posted for 30 days for public comment

June 2021 School Board approved DDSDP.

***Review & Revision Sequence:***

August 2026 Meeting to review and revise DDSDP

August 2026 Revised plan submitted for approval to AEA Director of Special Ed

August 31, 2026 Plan posted for 30 days in each building office, central office, on the district website and provided to each staff member for public approval.

October, 2026 School Board agenda item to approve plan with majority vote.

### **How will services be organized and provided to eligible students?**

The district will offer the following full continuum of services and placements for eligible individuals age 3-21, including preschool:

#### **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 teacher in partnership to meet the content and skills needs of students in the general education classroom. These services take shape in a variety of manners. For example, teachers co-plan, divide the class, and provide the instruction to smaller groups, or teachers co-plan and then co-instruct different components of the content. The effectiveness of services provided through co-teaching have 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 student 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 settings does not supplant the instruction provided in the general education classroom.

**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 IEP.

Alta-Aurelia Community School District will make every effort to serve all students in the general education classroom.

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

The continuum includes services for eligible individuals ages 3-21

## Caseload Determination

1. How many IEP students are on your roster? \_\_\_\_\_
2. List the number of students in each category below:
  - a. Up to 2 hours per day of direct instruction \_\_\_\_\_
  - b. Between 2 and 5 hours per day of direct instruction \_\_\_\_\_ x 1.25 \_\_\_\_\_
  - c. More than 5 hours per day of direct instruction \_\_\_\_\_ x 1.50 \_\_\_\_\_
3. How many students on your roster will have a 3-year reevaluation this year?  
\_\_\_\_\_ x .25 \_\_\_\_\_
4. For how many roster students will you be planning and supervising work experience? \_\_\_\_\_
5. With how many teachers do you co-teach? \_\_\_\_\_
6. How many students on your roster are dependent on an adult for their physical and/or behavioral needs? \_\_\_\_\_
7. How many students have a BIP? \_\_\_\_\_
8. With how many associates do you collaborate? \_\_\_\_\_
9. How many students do you serve off-site? (e.g., hospitalized, homebound, general education preschools) \_\_\_\_\_
10. How many students have current transition needs (living, learning, working)? \_\_\_\_\_

Total Points \_\_\_\_\_

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

Caseloads will be tentatively set in the spring for the following year. Caseloads may be modified based on summer registration and actual fall enrollments. Caseloads will be reviewed at least twice - fall and spring - during the school year by individual district special education teachers with their building principal and/or special education coordinator.

In determining teacher caseloads, the Alta-Aurelia 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. **A point total of 65 will be considered a full caseload for a teacher.**

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

A scheduled review of teacher caseloads will be conducted by the building principal as follows:

1. at the beginning of the school year; 2. by November 30; and 3. by April 1 to plan for the following school year. Upon review, if there appears to be an overload, the teacher may request and the principal will arrange a Caseload Assistance Team (CAT) meeting. The CAT will consist of 2 teachers, a building administrator, and an AEA representative. The CAT will make recommendations as to whether there is a need for adjustments to a teacher's schedule or roster.

**How will the delivery system for eligible individuals meet the targets identified by the state's performance plan and the LEA determination as assigned by the state?**

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

**Annual Team Discussion:** At least annually, a review team made up of teachers in both special and general education, parents and administrators and AEA consultants, will meet to evaluate the effectiveness of the district's special education services.

**Review of Data:** In order to meet the State Performance Plan/Annual Progress Report goals, accountability will be addressed in the following ways:

1. **Individual Student Progress:** IEP goals will be reviewed and discussed on a regular and ongoing basis, every 8 weeks by special and general education teachers along with the AEA consultant and building principal when appropriate. The purpose of this review will be to determine if adequate progress is being made, if any adjustment in instruction is needed or if adequate progress is being made. Any changes to instruction will only be made during an IEP meeting.
2. **Aggregated by School & District:** Each school in the district will review student progress monitoring, formative and summative every 8 weeks. The IEP subgroup

performance in both reading and math will be reviewed and discussed by grade level teams which include both general and special education teachers. These plans will be monitored at the school every semester and the district level at the end of the school year. In the event that this process creates the need to revise the District Developed Special Education Plan, the district will follow the process to revise and readopt the plan.

## Appendix A: Iowa Administrative Rules of Special Education

### 281—41.408(256B, 273,34CFR300) Instructional services.

**41.408(1) General.** Instructional services are the specially designed instruction and accommodations provided by special education instructional personnel to eligible individuals. These services are ordinarily provided by the LEA but, in limited circumstances, may be provided by another LEA, the AEA or another recognized agency through contractual agreement. An agency must use the procedure and criteria described in sub-rule 41.408(2) for creating a delivery system for instructional services.

**41.408(2) Delivery system.** An agency shall use the following development process for creating a system for delivering instructional services.

a. The delivery system shall meet this chapter's requirements relating to a continuum of services and placements, shall 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 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.

b. The delivery system shall be described in writing and shall include the following components:

(1) A description of how services will be organized and how services will be provided to eligible individuals consistent with the requirements of this chapter, and the provisions described in 41.408(2) "a."

(2) A description of how the caseloads of special education teachers will be determined and regularly monitored to ensure that the IEPs of eligible individuals are able to be fully implemented.



(3) A description of the procedures a special education teacher can use to resolve concerns about caseload. The procedures shall specify timelines for the resolution of a concern and identify the person to whom a teacher reports a concern. The procedures shall also identify the person or persons that are responsible for reviewing a concern and rendering a decision, including the specification of any corrective actions.

(4) A description of the process used to develop the system, including the composition of the group responsible for its development.

(5) A description of the process that will be used to evaluate the effectiveness of the system.

(6) A description of how the delivery system will meet the targets identified in the state's performance plan, described in this chapter.

(7) A description of how the delivery system will address needs identified by the state in any determination made under this chapter.

c. The following procedures shall be followed by the agency:

(1) Before initiating the development of the delivery system, the LEA board shall approve such action and the LEA personnel and parents who will participate in the development of the alternative.

(2) The delivery system shall be developed by a group of individuals that includes parents of eligible individuals, special education and general education teachers, administrators, and at least one AEA representative. The AEA representative shall be selected by the director.

(3) The director shall verify that the delivery system is in compliance with these rules prior to LEA board adoption.

(4) Prior to presenting the delivery system to the LEA board for adoption, the group responsible for its development shall provide an opportunity for comment on the system by the general public. In presenting the delivery system to the LEA board for adoption, the group shall describe the comment received from the general public and how the comment was considered.

(5) The LEA board shall approve the system prior to implementation.

d. The procedure presented in sub-rule 41.907(9) shall be followed in applying the weighting plan for special education instructional funds described in Iowa Code section 256B.9 to any delivery system developed under these provisions.

e. An LEA shall review, revise, and readopt its delivery system using the procedures identified in paragraph "c" of this sub-rule at least every five years or sooner if required by the state in conjunction with any determination made under this chapter.

f. An LEA shall make the document describing its delivery system readily available to LEA personnel and members of the public.

*g.* A director may grant an adjusted caseload status for good cause shown, if an LEA submits a request to the AEA for such status because class size, including the size of a class served by a teacher employed less than full-time, exceeds those limits specified in the portion of the plan required by 41.408(2)“*b*”(2).

## Appendix B

### District Developed Special Education Service Delivery Plan

#### Alta-Aurelia CSD



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. If you have comments that you wish to be considered before this plan is finalized, please submit those comments to:

Bill Walters, Superintendent

**Comments must be received by: June 7, 2021**

## District Developed Delivery Service Plan 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, this delivery system was available for comment by the general public.

The district assures the delivery system 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 (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.