

Alburnett District Developed Service Delivery Plan

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

“The delivery system was developed in accordance with Iowa Administrative Code rule 41.408(2)”c”. The group of individuals who developed the system included parents of eligible individuals, special education teachers, general education teachers, administrators, and at least one representative of the AEA.”

Advisory Board Members:

Amy Loeffelholz - Parent of eligible individual
Nicole Stephens - Secondary Special Education Teacher
Lynnette Kramer - Elementary Special Education Teacher
Gordon Hackett - General Education Teacher
Adam Hinrichsen - Special Education Coordinator
Dani Trimble - Superintendent
Ann Norton - GWAEA Regional Administrator

Date of Board Action: May 17, 2021

Date of Review: June 1, 2021

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

Continuum of Services

	General Education- instruction all students receive	General Education with Consultation- instruction with the additional consultative support of a Special Education Instructional and/or Related Services expert	General Education with Collaboration- instruction with the additional collaborative support of a Special Education Instructional and/or Related Services expert	General Education with Co-teaching- instruction where two teachers share instructional responsibility	General Education with Direct Support- specialized instruction and/or intervention in small groups or in 1-1 situations
MTSS	A systematic, 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 supports.				
Curriculum	Curriculum- Iowa Core	Curriculum- Iowa Core	Curriculum- Iowa Core	Curriculum- Iowa Core	Curriculum- Iowa Core
Instruction	Instruction- Whole and small group, and individual instruction	Instruction- Whole and small group, and individual instruction	Instruction- Whole and small group, and individual instruction	Instruction- Whole and small group, and individual instruction	Instruction- small group and individual instruction
Assessment	Assessment-formative and summative classroom assessments, district-wide assessments, additional student-specific data gathered with sufficient frequency to inform instruction				
Environmental Supports	Student participates with supports and services to ensure that they have full access to the experience: <ul style="list-style-type: none"> • Individually as typically developing peers • With structures and supports designed by general and special educators and implemented by general educators • With structures and supports designed by general and special educators and implemented with the assistance of special education resources 				
Extra-curricular & co-curricular enriching experiences	Student participates with supports and services to ensure that they have full access to the experience: <ul style="list-style-type: none"> • Individually as typically developing peers • With structures and supports designed by general and special educators and implemented by general educators • With structures and supports designed by general and special educators and implemented with the assistance of special education resources 				

	General Education-	General Education with Consultation-	General Education with Collaboration-	General Education with Co-teaching-	General Education with Direct Support-
Resources	<p>Students have equitable access to resources and have the support to effectively use those resources:</p> <ul style="list-style-type: none"> • Individually as typically developing peers and implemented by general educators • Similar resources as available to general education peers, collaboratively designed and implemented by general and special educators • Specialized resources unique to student need, designed by special educators, and implemented by general and special educators <p>Educators have access to resources necessary to design and deliver effective instruction:</p> <ul style="list-style-type: none"> • Coaching support is available from LEA and AEA general education and special education support staff • Time is allocated for consultation and collaboration necessary to individualize student service throughout the day • Time is allocated for professional learning experiences related to effective instructional practice 				
General Educator Responsibilities	<p>-Oversight of all general education instruction - Implementation of high-quality differentiation practices -Provision of accommodations and modifications needed to enable access -Engage in ongoing communication and professional learning with special educators to assist with understanding of learning progressions of the Iowa Core</p>	<p>-Oversight of all general education instruction - Implementation of high-quality differentiation practices -Regular and frequent consultation with the special educator -Provision of specially designed instruction - Provision of accommodations and modifications needed to enable access -Engage in ongoing communication and professional learning with special educators to assist with understanding of learning progressions of the Iowa Core</p>	<p>-Oversight of all general education instruction - Implementation of high-quality differentiation practices -Collaborative provision of specially designed instruction within specific skill areas and instructional activities during targeted times (pre-teaching, remediation, re-teaching) - Collaborative provision of accommodations and modifications needed to enable access -Engage in ongoing communication and professional learning with special educators to assist with understanding of learning progressions of the Iowa Core</p>	<p>-Co-plan, co-deliver, co-assess instruction within the general education classroom -Implementation of high-quality differentiation practices -Collaborative provision of specially designed instruction -Collaborative provision of accommodations and modifications needed to enable access -Engage in ongoing communication and professional learning with special educators to assist with understanding of learning progressions of the Iowa Core</p>	<p>-Oversight of all general education instruction - Implementation of high-quality differentiation practices -Provision of accommodations and modifications needed to enable access -Engage in ongoing communication and professional learning with special educators to assist with understanding of learning progressions of the Iowa Core</p>

	General Education-	General Education with Consultation-	General Education with Collaboration-	General Education with Co-teaching-	General Education with Direct Support-
Special Educator Responsibilities	<ul style="list-style-type: none"> -Understanding of high-quality instructional and differentiation practices -Understanding of general education curriculum -Awareness of available resources -Engage in ongoing communication and professional learning with general educators to understand learning progressions within the Iowa Core 	<ul style="list-style-type: none"> -Understanding of high-quality instructional and differentiation practices -Understanding of general education curriculum -Awareness of available resources -Engagement in regular and frequent consultation with general educators to oversee the general educator's provision of accommodations, modifications, specially designed instruction and data collection and analysis - Engage in ongoing communication and professional learning with general educators to understand learning progressions within the Iowa Core 	<ul style="list-style-type: none"> -Understanding of high-quality instructional practices -Collaborative implementation of high-quality differentiation practices -Understanding of general education curriculum -Awareness of available resources -Collaboratively provide and oversee the provision of specially designed instruction and goal progress within specific skill areas and instructional activities (pre-teaching, remediation, re-teaching), - Collaborative provision of accommodations and modifications needed to enable access -Engage in ongoing communication and professional learning with general educators to understand learning progressions within the Iowa Core 	<ul style="list-style-type: none"> -Understanding of high-quality instructional practices -Collaborative implementation of high-quality differentiation practices -Understanding of general education curriculum -Awareness of available resources -Co-plan, co-deliver, co-assess instruction within the general education classroom -Provide and oversee the provision of specially designed instruction and goal progress. -Engage in ongoing communication and professional learning with general educators to understand learning progressions within the Iowa Core 	<ul style="list-style-type: none"> -Understanding of high-quality instructional practices Implementation of high-quality differentiation practices - Engage in ongoing communication and professional learning with general educators to understand learning progressions within the Iowa Core -Knowledge of available resources -Provide specialized instruction that aligns with the Iowa Core

Early Childhood Special Education Program (ECSE): ECSE 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/ ECSE Program,, 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.

Students may receive different services at multiple points along the continuum based on the IEP. The district will provide access to this continuum for all eligible individuals based on their IEP. Services may be provided within the district, or through contractual agreement with other districts and/or agencies. The continuum includes services for eligible individuals ages 3-21.

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 the dual endorsement is responsible for implementing and monitoring the child's progress according to the IEP.

**[Creative Curriculum- Teaching Strategies Gold](#)

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

Caseload Determination

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 two times per school year by individual district special education teachers with their building principal and/or special education coordinator. Caseload reviews will be conducted every August and January.

Teacher caseloads will generally range between 20-50 total points. If a teacher's caseload exceeds 50, the special education coordinator will have conversations with the special education teachers to resolve the concern. If concerns remain, the caseload will be reviewed by a team that includes the special education teacher, special education coordinator, building principal, and possibly an AEA representative to determine if adjustments need to be made.

In determining special education teacher caseloads, the Alburnett Community School District will use the following values to assign points to the caseloads of each teacher in the district.

1 point: Each IEP for which the teacher is responsible for IEP writing, IEP meetings, progress monitoring and reporting to parents.

1 point: Each student provided up to two hours per day of direct instruction by the teacher.

1.25 points: Each student provided between two and five hours per day of direct instruction by the teacher.

1.5 points: Each student provided more than five hours per day of direct instruction by the teacher.

0.25 point: Each student who will have a three-year reevaluation during the current year.

1 point: Each student for whom the teacher plans and supervises work experience.

1 point: Each teacher with whom the special education teacher co-teaches.

1 point: Each student who is dependent on an adult for physical needs.

1 point: Each student who has a behavior intervention plan (BIP).

1 point: Each paraprofessional with whom the special education teacher collaborates.

1 point: Each student served off-site (e.g., hospital, homebound, general education preschool, etc.).

1 point: Each student administered the Iowa Alternate Assessment.

0.25 point: Each student turning 14 years of age and requiring transition services.

0.5 point: Each senior student not exiting IEP services and requiring extension post-secondary transition planning as a result.

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 two and five hours per day of direct instruction _____ x 1.25 _____
 - c. More than five 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 0.25 _____

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 upon an adult for their physical needs? _____

7. How many students are on a BIP? _____

8. With how many associates do you collaborate? _____

9. How many students do you serve off-site? (e.g., hospitalized, home-bound, in general education preschools) _____

10. How many students on your roster are administered the Iowa Alternate Assessment? _____

11. How many students will reach transition age of 14 years old? _____ x 0.25 _____

12. How many senior students on your roster will you plan for post-secondary education services as a result of not exiting an IEP? _____ x 0.5 _____

Total _____

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

Resolving Caseload Concerns

Caseloads will be reviewed at least twice per year (August and January) by individual LEA special education teachers with their building principal and/or Special Education Coordinator.

At any time, a teacher may request a caseload review by submitting, in writing, the request to the building principal or the special education coordinator. They will convene a caseload review conversation within 10 working days and make their written decision available to the teacher within 5 days after the caseload review conversation. If the teacher's concern has not been resolved, an additional caseload review may be requested that would include an AEA representative. This review must occur within 10 working days. A resolution and written decision must be made available to the teacher within 5 days after the caseload review.

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 the principal/supervisor.
3. The request is reviewed for clarification with the principal/supervisor. The principal/supervisor tries to resolve the concern at this point.
4. Within 10 working days, the principal will meet with the individual and provide a written determination.
5. If the person requesting the review does not agree with the determination, he or she may bring the concern to the district superintendent.
6. The district superintendent will meet with personnel involved and will consult with the AEA Regional Administrator and provide a written decision.

Question 5: How will the delivery system for eligible individuals meet the targets identified in 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?

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

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

The ways of evaluating the effectiveness of the delivery system are detailed below in these examples:

Individual

Individual student progress on IEP goals will be reviewed and discussed on a regular and on-going basis every 4-8 weeks by the special education teacher along with the AEA consultant, SE coordinator and/or general education teacher as appropriate. The purpose of this review is to determine if adequate progress is being made, if any adjustment in instruction is needed, or if other targeted or intensive interventions through MTSS or special education are indicated, (Note: Changes in goals, proficiency criteria, or LRE must occur through an IEP team meeting)

Student accommodations will be discussed/reviewed twice per school year (at the beginning of each semester). The purpose of this discussion/review is to ensure student accommodations are well understood by all involved staff members.

School: Aggregated by School and District

Each school in the district will review student progress monitoring, formative, or summative evaluations every 9 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. Subgroup achievement, growth and the achievement gap will be included as items for discussion and planning. Schools with a subgroup achievement gap; thus, impeding progress towards meeting the districts SPP/APR requirements, will develop a school-based plan to close the achievement gap by grade level in each school. These plans will be monitored at the school every semester and at the district level at the end of each school year. In the event that this process creates the need to revise the DDSDP, the district will follow the process to revise and readopt the DDSDP.

District: Disaggregated by School Levels

At the district level, IEP subgroup data for each school, along with the plans as described above, will be reviewed on an annual basis by the district's leadership team. IEP student data will also be disaggregated and examined by school level (elementary, middle, high). In addition, the district will examine their SPP/APR data to determine priorities and develop an action plan as needed. If the district meets SPP/APR requirements, both procedural and performance, the delivery system will be considered effective. If the district does not meet requirements, the district will work in collaboration with the State and AEA.

District Developed Special Education Service Delivery Plan

Alburnett Community School District

Public Comment Draft

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 District Plan may be viewed in the District Office of the Alburnett Community School District. If you have comments that you wish to be considered before this plan is finalized, please submit those comments to:

**Dani Trimble
Superintendent of Schools
Alburnett Community Schools
131 Roosevelt Box 400
Alburnett, IA 52202**

dtrimble@alburnettcsd.org

Comments must be received by May 15, 2021

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.