

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:

Sam Paustian- Parent of eligible individual

Hannah Davidson- Special Education Teacher

Ryan Gable: General Education Teacher

Thomas Trainer- High School Principal

Bailey Wright - Special Education Director, Elementary Principal

Kayla Sattgast- Special Education Consultant, GWAEA

Danielle Donnelly -Regional Administrator, GWAEA

Date of Board Action:

Date of Review:

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.

Caseload Determination

Caseload determinations will be made by assigning points for the intensity of service required by each IEP on a teacher's roster. Each student is assigned 1, 2, or 3 points based on level of intensity of services. The K-12 Weighted Enrollment Factor (WEF) Matrix used by Grant Wood AEA will be used by the district for the assignment of points. Below gives a general idea of how those points are calculated.

1 Point Student requires limited modifications to the general curriculum which requires special education personnel to provide specially designed instruction for less than 49% of the school day. Student's IEP has 1-2 goal areas requiring specially designed instruction.

2 Points Student requires significant modifications to the general curriculum, requiring special education personnel to provide specially designed instruction for 50%-75% of the school day. Student's IEP has 3-4 goal areas requiring specially designed instruction.

3 Points Student requires significant adaptation to grade level curriculum requiring instructional strategies. Alternate assessment is used to monitor the IEP or behavior intensity is such that an FBA and BIP are monitored. Special education personnel provide specially designed instruction for 76 %-100% of the school day. Student's IEP has 3 or more goal areas requiring specially designed instruction.

***Administration and teacher will determine points for shared IEP goals.**

***Administration can adjust points in special consideration of Alternate Assessment**

Joint Planning and Collaboration Load Considerations

Additional points are assigned based on the special education teacher's time spent joint planning with general education teachers, co-teaching partners, and/or with paraprofessionals. This is calculated for the teacher and not for individual students.

1 Point Special education teacher conducts joint planning with general education teacher(s) and/or paraprofessional over the course of a month for up to 2 hours of time.

2 Points Special education teacher conducts joint planning with general education teacher(s) and/or paraprofessional over a course of a month for 2-4 hours of time.

3 Points Special education teacher conducts joint planning with general education teacher(s) and/or paraprofessional over a course of a month for more than 4 hours of time.

In general, a special education teacher's caseload should not exceed 22 points. The assignment of education assistants must be taken into consideration and may be used to compensate for a caseload that exceeds 22 points. Caseloads of 22 points or more will be considered for further review.

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?

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 ongoing 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. 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 DDS DP, the district will follow the process to revise and readopt the DDS DP.

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). 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:

John Zimmerman Superintendent of Schools Alburnett Community Schools
131 Roosevelt Box 400 Alburnett, IA 52202

jzimmerman@alburnettcsd.org

Comments must be received by May 18, 2026