

Anamosa Community Schools
Special Education Delivery
Plan

DRAFT
2021

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Question1: 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. Committee List is found on page 4.

This district developed Special Education Delivery Plan was approved by Grant Wood AEA on XXXXX and by the Anamosa Community School District on XXXXXX. The plan will be shared with key stakeholders and implemented in the Fall of 2021.

Overview of steps in completing this Service Delivery Plan

- Step 1: Administrative team meets with GWAEA support to establish a timeline.
- Step 2: The district selects committee members.
- Step 3: The committee reviews data and current plan to develop the new plan.
- Step 4: The plan is made available for public comment.
- Step 5: The AEA Special Education Director verifies compliance.
- Step 6: The ACSD School Board approves the plan.
- Step 7: The plan is shared with all stakeholders and implemented.
- Step 8: The plan is reviewed in a 5-year cycle, or earlier as needed.

Committee Members

41.408(2)c(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.

Parents of Eligible Individuals

Cathy Fritz
Shantel Bildstein

Special Education Teachers

Michael Maher
Anne Yount
Tracy Zirkelbach
Jill Snitko
Jeanette Callahan

General Education Teachers

Allison Zumbach
Dylan Shaffer
Christine Samuelson

Instructional Coach

Jeff Vaughn

District Administrators

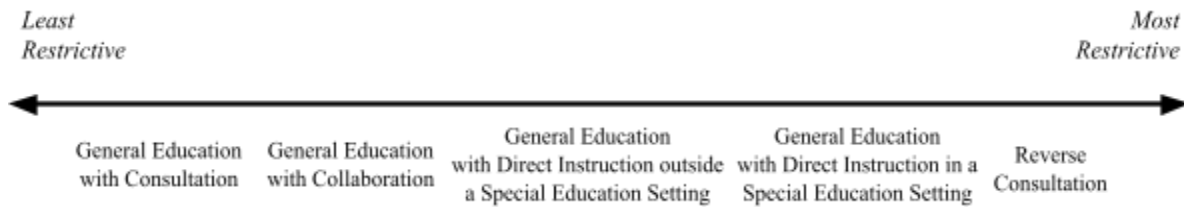
Erin Thompson
Linda Vaughn
Ellen Recker
Mary Sult

Grant Wood Education Area Education Agency

_____ Shannon Kehoe
Penny McLaughlin

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

Services will be organized based on the continuum of services recommendation including general education with consultation, general education with collaboration, general education with direct special education support in the general education classroom, general education with direct special education support outside the general education classroom, general education with co-teaching, and reverse consultation services. Details of these services are cited below.



Students may receive different services at multiple points along the continuum based on the IEP.

General Education with consultation:

The student is served in the general education classroom without any accommodations or modifications to the curriculum, instruction, testing or grading. The service provider is responsible for consulting with the general education teacher and monitoring the student’s progress according to the IEP.

General Education Teacher Role/Responsibilities	Special Education Teacher Role/Responsibilities
<ul style="list-style-type: none"> ● Oversee all general education instruction ● Implement high-quality differentiation practices ● Deliver collaboratively designed content instruction in the general education class, including assessments and progress reporting measures ● Provide specially designed instruction, accommodations, and modifications needed to enable access ● Consult regularly and frequently with the special education teacher including progress monitoring data. 	<ul style="list-style-type: none"> ● Assist the general education teacher with 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 (indirect services). ● Monitor the learner’s progress on IEP goals. ● Understand high-quality instructional and differentiation practices and provide resources and expertise as needed. ● Engage in regular and frequent consultation with general educators to oversee the general educator’s provision of accommodations, modifications, SDI, data collection, and data analysis

<ul style="list-style-type: none"> Engage in ongoing communication and professional learning with special educators to assist with understanding of learning progressions within the Iowa Core 	<ul style="list-style-type: none"> Engage in ongoing communication and professional learning with general educators to understand learning progressions within the Iowa Core
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General Education with collaboration:

The student is served in the general education classroom with collaboration and support from the special education teacher. The general education teacher is responsible for direct instruction, testing, grading and behavioral management as specified in the IEP. The special education teacher support may include assisting the general education teacher with the design and preparation of materials, adaptations and accommodations. The special education teacher is responsible for writing and monitoring the overall progress of the student’s IEP goals. Progress monitoring will be the responsibility of the service provider or general education teacher.

<p align="center">General Education Teacher Role/Responsibilities</p>	<p align="center">Special Education Teacher Role/Responsibilities</p>
<ul style="list-style-type: none"> Oversee all general education instruction Implement high-quality differentiation practices and progress monitoring Collaboratively provide SDI within specific skill areas and instructional activities during targeted times Collaboratively provide accommodations and/or 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 	<ul style="list-style-type: none"> Provide direct collaboratively designed instruction (or other assistance as documented in the IEP) to the learner or group of learners in the general education classroom at targeted times Monitor the learner’s progress on IEP goals including specific skill areas and instructional activities. Collaboratively implement high-quality differentiation practices and provide resources as needed. 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 Provide strategy and skill instruction (including remediation, pre-teaching or reteaching) to students with IEPs outside of the general education classroom only as needed.

\General Education with direct special education support in the general education classroom:

The student receives special education support for the general education curriculum in the general education setting. The special education teacher, support service provider, or trained paraprofessional will be in the general education classroom to provide direct instruction, instructional support, or other assistance to the student or a group of students. The special education teacher/service provider is responsible for writing, and monitoring the student’s progress on IEP goals.

<p align="center">General Education Teacher Role/Responsibilities</p>	<p align="center">Special Education Teacher /Support Provider/Paraprofessional Role/Responsibilities</p>
<ul style="list-style-type: none"> ● Oversee all general education instruction ● Implement high-quality differentiation practices ● Collaboratively provide SDI within specific skill areas and instructional activities during targeted times ● Collaboratively provide accommodations and/or 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 	<ul style="list-style-type: none"> ● Provide direct collaboratively designed instruction (or other assistance as documented in the IEP) to the learner or group of learners in the general education classroom at targeted times ● Monitor the learner’s progress on IEP goals. ● Collaboratively implement high-quality differentiation practices ● Oversee support services and paraprofessionals support in the classroom. ● 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 ● Understand the general education curriculum ● Collaboratively provide and oversee the provision of SDI and goal progress within specific skill areas and instructional activities ● Provide strategy and skill instruction (including remediation, pre-teaching or reteaching) to students with IEPs outside of the general education classroom only as needed.

General Education with direct special education support outside the general education classroom.

The student receives special education support for the general education curriculum outside the general education setting. When the services cannot be appropriately provided in the general education setting, the student may receive selected services or all services he/she needs in a separate educational setting (including, but not limited to special classes, special schools, home instruction, and instruction in hospitals and institutions). The special education teacher/service provider is responsible for writing, monitoring, and implementing the student’s IEP. Progress monitoring through the Alternate Assessment system will be implemented and managed by the special education teacher.

<p align="center">General Education Teacher Role/Responsibilities</p>	<p align="center">Special Education Teacher /Support Provider/Paraprofessional Role/Responsibilities</p>
<ul style="list-style-type: none"> ● Inclusion of special education students when appropriate. ● Collaboratively provide SDI within specific skill areas and instructional activities during targeted times when appropriate. ● Collaboratively provide accommodations and/or modifications needed to enable access. 	<ul style="list-style-type: none"> ● Oversee and implement core instruction. ● Provide direct collaboratively designed instruction (or other assistance as documented in the IEP) to the learner or group of learners in the general education classroom at targeted times when appropriate. ● Monitor the learner’s progress on IEP goals. ● Collaboratively implement high-quality differentiation practices ● Oversee support services and paraprofessionals support in the classroom. ● 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 and Alternative Assessment as needed. ● Provide and oversee the provision of SDI and goal progress within specific skill areas and instructional activities ● Provide strategy and skill instruction (including remediation, pre-teaching or reteaching) to students with IEPs.

Reverse Consultation Services:

Reverse consultation 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 special education setting to aid the student(s) in accessing the general education content area instruction. A general education teacher licensed in the core content area collaborates with a special education teacher to jointly plan lessons and instructional strategies. The general education teacher supervises the curriculum and is responsible for assigning student grades. The special education teacher is responsible for providing direct instruction. Both teachers are responsible for ongoing progress monitoring and formative assessment. Reverse consultation is a model of service delivery used only with a small number of students who exhibit significant cognitive or behavioral skill deficits, yet are expected to achieve district standards rather than alternative standards. Documentation of regular and frequent consultation, joint planning and assessment of student progress is required.

General Education Teacher Role/Responsibilities	Special Education Teacher Role/Responsibilities
<ul style="list-style-type: none"> ● Collaboratively provide curriculum and consultation ● Summative assessment grading ● Reporting of all final grades ● Engage in ongoing communication and professional learning with special educators to assist with understanding of learning progressions within the Iowa Core 	<ul style="list-style-type: none"> ● Provide SDI based on common core curricula ● Progress monitoring of IEP goals. ● Engage in ongoing communication and professional learning with general educators to understand learning progressions within the Iowa Core ● Understand the general education curriculum & aware of available resources ● Provide accommodations and modifications needed to enable access
<p>General Education AND Special Education Teacher Responsibilities:</p> <ul style="list-style-type: none"> ● Co-plan instruction within the general education classroom 	

Please also note that:

- 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

Early Childhood Special Education

The Anamosa Community School District has instructional services and placements for preschool children in a regular early childhood program. Children are served in the regular early childhood classroom by a teacher who holds a valid practitioner's license that includes early childhood special education. The teacher is responsible for direct instruction, preparation of materials, adaptations and accommodations in implementing and monitoring IEP goals. The Anamosa Community School District's early childhood program will implement the criteria of the Iowa Quality Preschool Program Standards.

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

Caseloads will be tentatively set in the spring of each year for the following year. A special education rubric with points assigned will be used to determine the total number of points each roster totals for a teacher's caseload. It was determined that 120 points will be the maximum number of points any given special education teacher should have on their roster. Caseloads will be reviewed at least twice a year with the teacher and principal informally or formally at any point in the year.

A "full" teacher caseload will be considered to be 120 points. If a teacher's caseload exceeds this number, the teacher and the principal will meet to discuss whether the teacher is able to provide the services and supports specified in his or her students' IEPs. If the teacher is able to do so, no further action is needed. If the teacher is unable to provide the services and supports specified in his or her students' IEPs, a plan of action will be developed. If the teacher is not satisfied that the plan of action will meet the requirements of his or her students' IEPs the teacher may initiate the process for resolving caseload concerns that is described in this plan. Caseloads that exceed 120 points shall be monitored and reviewed every 6 weeks to ensure that the teacher can continue to provide satisfactory services and supports to his/her caseload.

Early Childhood Special Education:

The Anamosa Community School District's Regular Early Childhood Special Education Program (ECSE) will implement the criteria of the selected program standards regarding maximum class size and teacher-child ratios. Early childhood classrooms have a maximum student roster of 20 with one ECSE teacher and a program para educator in the adult ratio. Our suggested ratio for ECSE is 15:4. This ratio will also need to consider additional para educator support for individual needs. Caseloads will be reviewed at least twice a year with the teacher and principal informally or formally at any point in the year.

In determining K-12 teacher caseloads, the Anamosa 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.

Calculations for caseloads are based on the following point distribution:

Curriculum

Zero Points: Student is functioning in the general education curriculum at a level similar to peers

One Point: Student requires limited modifications to the general curriculum

Two Points: Student requires significant modifications to the general curriculum

Three Points: Significant adaptation to grade level curriculum requires specialized instructional strategies. Alternate assessment is used to measure progress

IEP Goals

Zero Points: Student has IEP goals instructed by another teacher or service provider.

One Point: Student has 1-2 IEP goals.

Two Points: Student has 3 IEP goals.

Three Points: Student has 4 or more IEP goals.

Specially Designed Instruction

Zero Points: Student requires no specially designed instruction

One Point: 25% or less of instruction is specially designed and/or delivered by special education personnel

Two Points: 26-75% or less of instruction is specially designed and/or delivered by special education personnel

Three Points: 76 to 100% of instruction is specially designed and/or delivered by special education personnel

Joint planning and consultation

Zero Points: Joint planning typical for that provided for all students

One Point: Special education teachers engage in joint planning for 1 hour or less per month with general education teachers or paraprofessionals

Two Points: Special education teachers engage in joint planning for 1 to 2 hours per month with general education teachers or paraprofessionals

Three Points: Special education teachers engage in joint planning for more than 2 hours per month with general education teachers or paraprofessionals

Paraprofessional Support

Zero Points: Individual support needed similar to peers

One Point: Additional individual support from an adult is needed for 25% or less of the school day

Two Points: Additional individual support from an adult is needed for 26% to 75% of the school day

Three Points: Additional individual support from an adult is needed from 76% to 100% of the school day

Assistive Technology

Zero Points: Assistive technology use is similar to peers

One Point: Assistive technology requires limited teacher-provided individualization and/or training for the student

Two Points: Assistive technology requires extensive teacher-provided individualization and/or training for the student

Three Points: Assistive technology requires extensive teacher-provided individualization and/or training for the student. Significant maintenance and/or upgrades for continued effective use are anticipated

Behavior Considerations:

Zero Points: Student does not have an FBA or a BIP.

One Point: Student has one behavior goal and receives less than 50% of support from a behavior focused program.

Two Points: Student has one behavior goal and receives more than 50% of support from a behavior focused program.

Three Points: Student has two or more behavior goals, receives more than 50% of support from a behavior focused program and requires significant social-emotional modifications/adaptations.

Teacher:

Student:

Point Total:

	Curriculum	IEP Goals	Specially Designed Instruction	Joint planning and consultation	Para-professional Support	Assistive Technology	FBA/BIP
Zero points	Student is functioning in the general education curriculum at a level similar to peers	Student has IEP goals instructed by another teacher or service provider.	Student requires no specially designed instruction	Joint planning typical for that provided for all students	Individual support needed similar to peers	Assistive technology use is similar to peers	Student requires no FBA or BIP
One point	Student requires limited modifications to the general curriculum	Student has 1-2 IEP goals	25% or less of instruction is specially designed and/or delivered by special education personnel	Special education teachers engage in joint planning for 1 hour or less per month with general education teachers or paraeducators	Additional individual support from an adult is needed for 25% or less of the school day	Assistive technology requires limited teacher-provided individualization and/or training for the student	Requires limited time assessment, planning, data collection and communication with others (not more than 2 hours per month)
Two points	Student requires significant modifications to the general curriculum	Student has 3 IEP goals	26-75% or less of instruction is specially designed and/or delivered by special education personnel	Special education teachers engage in joint planning for 1 to 2 hours per month with general education teachers or paraeducators	Additional individual support from an adult is needed for 26%-75% of the school day	Assistive technology requires extensive teacher-provided individualization and/or training for the student	Requires 2 to 4 hours monthly for assessing, planning, data collection, and communication with others
Three points	Significant adaptation to grade level curriculum requires specialized instructional strategies. Alternate assessment is used to measure progress	Student has 4 or more IEP goals	76-100% of instruction is specially designed and/or delivered by special education personnel	Special education teachers engage in joint planning for more than 2 hours per month with general education teachers or paraeducators	Additional individual support from an adult is needed from 76%-100% of the school day	Assistive tech requires extensive teacher-provided individualization and/or training for the student-Significant maintenance and/or upgrades for continued effective use are anticipated	Requires more than 4 hours for assessing, planning, data collection and communication with others

*****This rubric is not intended for preschool counts. See Early Childhood Special Education above for ratios and count indicators. This rubric will be used at the end of preschool to make determinations for Kindergarten.**

Question 4: 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 and submitted to the District Systems Facilitator as follows:

1. by October 15
2. By March 30 to plan for the following school year.

Upon review, if there appears to be an overload and a teacher feels that he/she is unable to provide the services and supports specified in his/her students' IEPs, the teacher may request a meeting with the principal to inform them and discuss the overload. They will together review the roster and discuss growth of individual students and look at schedules. If they are needing any extra support/help the AEA representative from the building may assist.

If the issue is not resolved the principal or teacher will request a TAC meeting in writing to the principal and/or systems facilitator. Either of these individuals will then have 3 school days to request a meeting time from the Team Assisting Caseloads (TAC) district committee. This meeting should be held within 10 days of the request if at all possible.

The TAC will be comprised of two special education teachers from the different buildings, building principal, AEA representative from the building which the request was made and the systems facilitator or designee (not from the same building as the request was made from). The AEA regional administrator will facilitate this meeting and if unavailable the systems facilitator will assist if needed. The TAC will make recommendations as to whether there is a need for adjustments to a teacher's schedule or roster.

If at any other time, a teacher may request a caseload review by submitting, in writing, a request to the building principal. If the issue isn't resolved through a conversation with the building principal, the building principal must meet with the TAC team within 5 working days to resolve the issue. A resolution and written decision must be made available to the teacher within 3 days after the TAC meeting.

Question 5: How will the delivery system for eligible individuals meet the targets identified in the state's performance plan? How will the delivery system for eligible individuals address needs identified by the state in any determination made under Chapter 41? What process will be used to evaluate the effectiveness of the delivery system for eligible individuals?

At least once a year, the district will examine their State Performance Plan/Annual Progress Report data to determine priorities and develop an action plan. If the district meets SPP/APR requirements, 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 10 to develop an action plan designed to promote progress towards these goals. .

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 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.