



Anamosa Community School District

Special Education Delivery Plan

2026 - 2031

MISSION STATEMENT

The mission of the Anamosa Community School District is to provide all students educational opportunities to learn and achieve in a rapidly changing global society.

VISION STATEMENT

Rooted in Excellence, Ready for the Future.

BELIEF STATEMENTS

WELLNESS:

We believe a healthy lifestyle and healthy, positive relationships where people feel safe, valued, and respected are vital to the long-term success of students.

FUTURE READY:

We believe that all students should be future ready so they are able to engage with purpose as contributing members of society.

STUDENT ENGAGEMENT:

We believe all students should develop into responsible, independent thinkers by engaging in complex and rigorous learning opportunities.

STUDENT SUCCESS:

We believe all students can achieve high-level goals through challenging learning opportunities.

STUDENT OWNERSHIP:

We believe students should acknowledge that the past doesn't have to determine tomorrow and students should embrace their capacity to shape their future.

CULTURE:

We believe a collaborative culture yields high level outcomes through shared learning, critical thinking, and creativity

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

Iowa Administrative Code Rule 41.408(2) “c”

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 guardians of eligible individuals, special education teachers, general education teachers, administrators, and representatives from Grant Wood Area Education Agency.

The District Developed Service Delivery Plan was approved by Grant Wood Area Education Agency on April 16th, 2026 and by the Anamosa Community School District Board of Education on April 20th, 2026. The plan will be shared with special education teachers, general education teachers, and district administrators via an email communication from the Director of Special Education. It will also be shared with all community stakeholders by posting the plan on the district website.

Overview of steps in completing this Service Delivery Plan:

Step 1: Select Committee

Step 2: The committee develops the plan.

Step 3: The draft plan is available for public comment.

Step 4: The GWAEA Special Education Director verifies plan compliance.

Step 5: The district school board approves the plan prior to adoption.

Step 6: The plan is included in the designated area of the Consolidated Accountability and Support Application (CASA).

Step 7: The plan is reviewed in connection with the five year accreditation cycle or earlier if required by determination given by the state.

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.

Parent Representatives

- Tabatha Stastny
- Molly Hefflefinger
- Jody Fairbanks
- Dennis Holland

Special Education Teacher Representatives

- Shawna Giegerich, K-4
- Michael Maher, 5-8
- Megan Pfiffner, 9-12

General Education Teacher Representatives

- Allison Ryan, 2nd grade
- Melinda Gallagher, 6th grade
- Jody Fairbanks, HS

Administration Representatives

- Erin Jenkins, Curriculum Director
- Kendra Starkey, Head of Special Education
- Ellen Recker, Elementary Principal
- Steven Lueck, Middle School Dean of Students
- Josh Bentley, High School Principal

Grant Wood AEA Representative

- Kristin Hicks, Regional Administrator

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

Context in the Development of the Continuum of Services

A learner eligible for 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)

The General Curriculum

The general curriculum includes the curriculum expected of all children. In Iowa that may include the Iowa Academic Standards, Iowa Academic Standards Essential Elements, the Iowa Early Learning Standards, and school-based expectations. References to the Iowa Academic Standards throughout this document are referring to the general curriculum most related to the learner and their area of need. (ACSD Board Policy 603.01 ; [Iowa Department of Education ; Iowa's SDI Framework, Revision 2022](#))

SDI in an MTSS Framework

Learners eligible for special education services are entitled to SDI to address their unique needs and to ensure access to the general curriculum so they can meet educational standards. Therefore, in many cases learners with disabilities will need supports including targeted and/or intensive interventions. This may include accommodations, modifications, services and supports within and across a continuum of educational supports. For example, a learner with a disability and IEP goal in reading may require accommodations such as books specifically selected for his or her reading level or e-text to be able to access instruction at the universal tier. A learner may also require individualized instruction such as preteaching/reteaching to be able to engage with universal instruction. However, they may also need individualized instruction in specific skills and intensified instruction to progress toward grade level standards. These supports and services are just examples of SDI that a learner may need that extends across the tiers of an MTSS system ranging from more intensive to less intensive. What is most important to know is that SDI can occur in any educational setting and includes all of the unique educational needs of a learner with a disability. ([Iowa Department of Education ; Iowa's SDI Framework, Revision 2022](#))

Introduction to the Continuum of Services at Anamosa Community School District

Special Education Services are provided in a variety of ways to meet the individual needs of eligible individuals. The least restrictive environment (LRE) is the educational environment that enables learners with disabilities to receive an appropriate education and provides the learners with maximum opportunities for interaction with peers without disabilities.

Removal from the general education environment may occur only if the nature or severity of the disability is such that education in regular classes (with the use of supplementary aids and services) cannot be achieved satisfactorily. [41.114(2)b] Supplementary aids and services are aids, services, and supports that enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate. [41.42] (ACSD Board Policy 502.01)

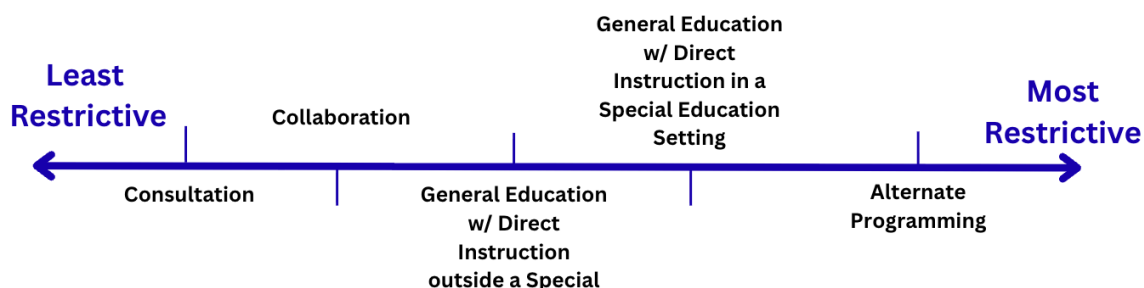
Therefore, a continuum of services is provided. The continuum includes services for eligible individuals ages 3 to 21. Services may be provided within the district, or through contractual agreement with other districts and/or agencies.

Students may receive different services at multiple points along the continuum based on the Individualized Education Program (IEP).

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?

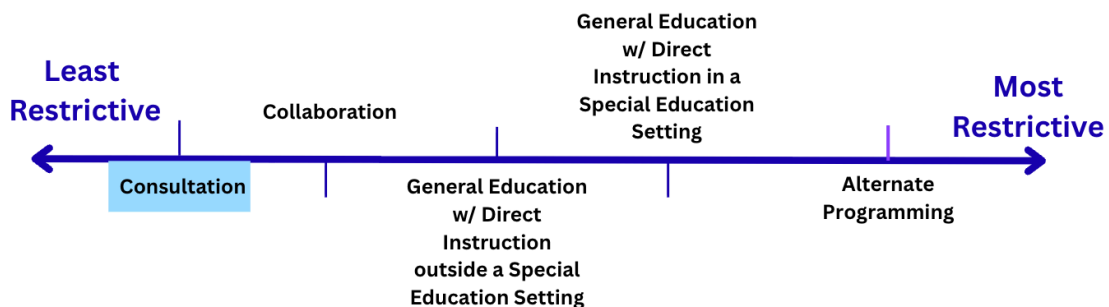
Each service delivery model along ACSD's continuum is described on the following pages, including specific roles and responsibilities of the general and special educators supporting the eligible individual within each model.



General Education with consultation:

Services are given in the general education classroom through consultation with the general education teacher, instructional strategist, or other service providers. During consultation, staff work together to monitor the student’s progress, adjust the classroom or teaching methods, and provide appropriate accommodations based on the IEP. These supports are offered to meet the individual needs of the student while he/she learns in the general education setting. The instructional strategist or service provider is responsible for monitoring the student’s progress and IEP.

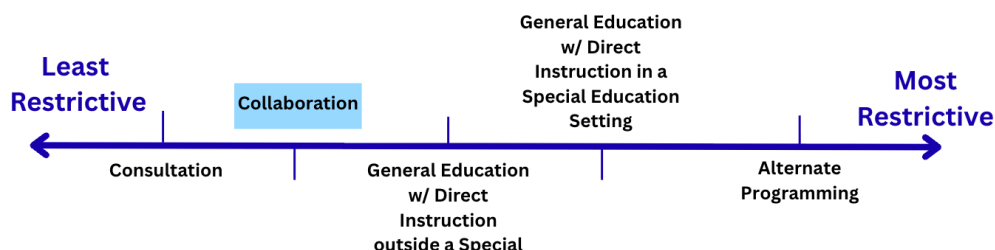
General Education Teacher Role/Responsibilities	Service Provider/Instructional Strategist Role/Responsibilities
<ul style="list-style-type: none"> Oversee all general education instruction Implement high-quality differentiation practices Deliver collaboratively designed content instruction in the general education class, including assessments and progress reporting measures Provide 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"> Understand the general education curriculum 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
General Education AND Special Education Teacher Responsibility:	
Engage in ongoing communication and professional learning with general educators to understand learning progressions within the Iowa Core	



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.

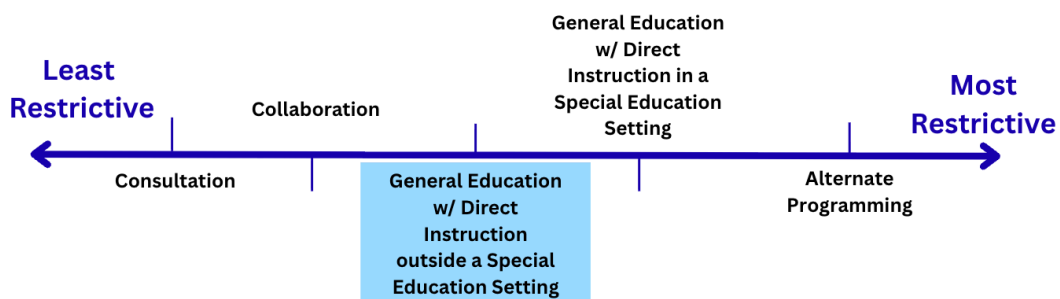
General Education Teacher Role/Responsibilities	Special Education Teacher Role/Responsibilities
<ul style="list-style-type: none"> Oversee all general education instruction Consult regularly and frequently with the special educator. Implement high-quality differentiation practices and progress monitoring Collaboratively provide SDI within specific skill areas and instructional activities during targeted times 	<ul style="list-style-type: none"> Understand the general education curriculum 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. 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 AND Special Education Teacher Responsibilities:	
<p>Collaboratively provide and oversee the provision of SDI and goal progress within specific skill areas and instructional activities.</p> <p>Collaboratively implement high-quality differentiation practices and provide resources as needed.</p> <p>Collaboratively ensure implementation of accommodations and modifications needed to enable access</p> <p>Engage in ongoing communication and professional learning with special educators to assist with understanding of learning progressions of the Iowa Core</p>	



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

The student receives direct special education support for the general education curriculum in the general education setting. The special education teacher, support service provider, or trained professional will be in the general education classroom to provide specially designed and direct instruction, instructional support, or other assistance to the student or group of students through models such as collaborative or co-teaching. The special education teacher/service provider is responsible for monitoring the student’s progress on IEP goals.

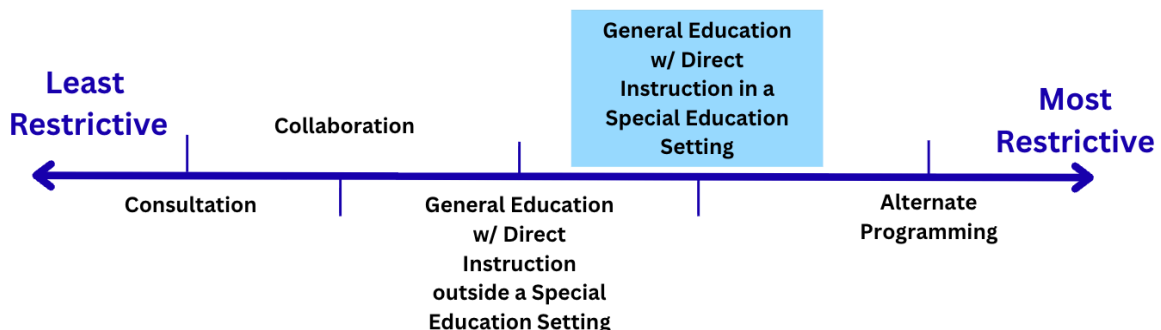
General Education Teacher Role/Responsibilities	Special Education teacher, Support Service Provider, Trained Professional Role/Responsibilities
<ul style="list-style-type: none"> Oversee all general education instruction Consult regularly and frequently with the special education teacher, support provider or other trained professional 	<ul style="list-style-type: none"> Understand the general education curriculum Monitor the learner’s progress on IEP goals. Provide specially designed instruction that aligns to the Iowa Core.
General Education AND Special Education Teacher Responsibilities:	
<p>Collaboratively implement high-quality differentiation practices and provide resources as needed.</p> <p>Collaboratively ensure implementation of accommodations and modifications needed to enable access</p> <p>Engage in ongoing communication and professional learning with special educators to assist with understanding of learning progressions of the Iowa Core</p>	



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

The student receives specially designed instruction and 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 in a separate educational setting. The special education teacher/service provider is responsible for monitoring the student’s progress on IEP goals.

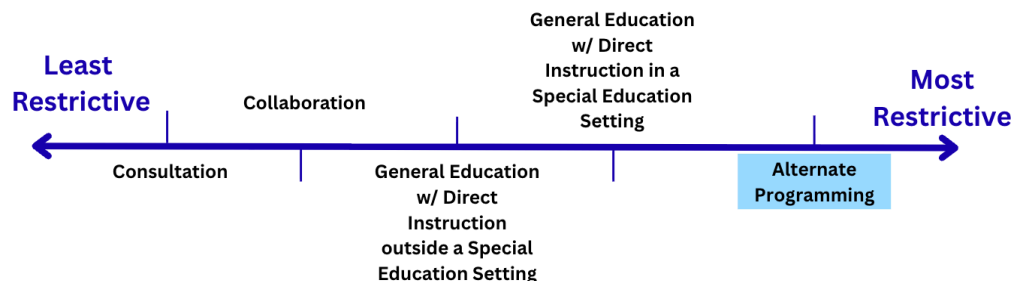
General Education Teacher Role/Responsibilities	Special Education Teacher /Support Provider/Responsibilities
<ul style="list-style-type: none"> Remember that all students are General Education students first. Oversee all general education instruction Consult regularly and frequently with the special education teacher, support provider or other trained professional 	<ul style="list-style-type: none"> Monitor the learner’s progress on IEP goals. Oversee support services and paraprofessionals support in the classroom. 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.
General Education AND Special Education Teacher Responsibilities:	
<p style="text-align: center;">Collaboratively implement high-quality differentiation practices and provide resources as needed.</p> <p style="text-align: center;">Collaboratively ensure implementation of accommodations and modifications needed to enable access</p> <p style="text-align: center;">Engage in ongoing communication and professional learning with special educators to assist with understanding of learning progressions of the Iowa Core</p>	



Alternate Programming

Alternative programming services are defined as direct specially designed instruction provided to an individual student with a disability or group of students by a certified special education teacher to provide instruction which is tied to the general education curriculum. The curriculum and instruction has been modified to meet the unique needs of the student(s) in an alternate setting (which may include, but is not limited to, a self-contained setting, modified school day, home instruction, and instruction in hospitals and institutions). This means the student is receiving his or her primary instruction separate from non-disabled peers.

General Education Teacher Role/Responsibilities	Special Education Teacher /Support Provider/Paraprofessional Role/Responsibilities
<ul style="list-style-type: none"> • Include the student(s) in all appropriate activities and experiences. • Communicate with Special Education teacher and other professionals classroom events/activities that would be appropriate for student(s) to participate in 	<ul style="list-style-type: none"> • Oversee and implement core instruction (Iowa Core / Iowa Essential Elements). • Monitor the learner's progress on IEP goals. • Oversee support services and paraprofessionals support in the classroom. • 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.
General Education AND Special Education Teacher Responsibilities:	
Engage in ongoing communication and professional learning with general educators to understand learning progressions within the Iowa Core and Alternative Assessment as needed.	



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 between 90 - 100 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 and reviewed between 90 and 100 points. If a teacher's caseload falls within the range, or exceeds 100, 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 support 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 100 points shall be monitored and reviewed every 6 weeks to ensure that the teacher can continue to provide satisfactory services and support 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	IEP Goals	Specially Designed Instruction	Joint planning and consultation	Additional Adult 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 accommodations to the general curriculum in one identified area.	Student has 1-2 IEP goals	15% 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 adult support is needed for 25% or less of the school day	Assistive technology requires up to 1 hour / week teacher-provided individualization, preparation 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 accommodations to the general curriculum in two or more identified areas.	Student has 3 IEP goals	16-50% 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 adult support is needed for 26%-75% of the school day	Assistive technology requires up to 2 hours teacher-provided individualization, preparation and/or training for the student	Requires 2 to 3 hours monthly for assessing, planning, data collection, and communication with others
Three points	This student requires modified curricular expectations. Alternate assessment may be used to measure this student's progress.	Student has 4 or more IEP goals	51-100% 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 adult support is needed from 76%-100% of the school day	Assistive tech requires more than 2 hours of teacher-provided individualization, preparation and/or training for the student- Frequent (weekly or more) maintenance and/or upgrades for continued progress are anticipated.	Requires more than 3 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 Head of Special Education/Special Education Facilitator as follows:

1. By October 15
2. By February 28 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 district head of special education can assist.

If the issue is not resolved the principal or teacher will request a TAC meeting in writing to the principal and/or head of special education. 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 or within a timeline agreeable to both the teacher and administrator.

The TAC will comprise two special education teachers from the different buildings, building principal, AEA representative from the building where 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?

In order to meet the Iowa School Performance Profile (ISPP) 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 levels
- Examination of disaggregated subgroup achievement and ISPP data

Individual

Individual student progress on IEP goals will be reviewed and discussed on a regular and on-going basis (every 4 weeks) by the special education team along with the school instructional coach, school administrator, district head of special education, and AEA consultants 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 are indicated. (Note: Discussion around changes in goals, proficiency criteria, or LRE must occur through an IEP team meeting.)

School: Aggregated by School and District

Each school in the district will review student progress monitoring, formative, or summative evaluations every 4 week(s). 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 toward meeting the district 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 ISPP to determine priorities and develop an action plan as needed. If the district meets ISSP 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 to determine an action plan.

If the district meets the ESSA and IDEA-DA criteria under Iowa’s Differentiated Accountability Plan, the delivery system will be considered effective. If the district does not meet the requirements, it will collaborate with various support networks, including Grant Wood AEA, to develop an action plan and make recommendations for improvement.

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 3-5 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. There was a comment received from the general public and that comment was addressed while the plan was presented to the school board.

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.

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.

Referenced:

Iowa Department of Education. (2018). Iowa's SDI Framework, Revision August 2018.

Retrieved from <https://educate.iowa.gov/media/4442/download?inline=>.