



AHSTW Community School District
Special Education Instructional Services Delivery System

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, administration and at least one representative of GHAEA.

Special Education Committee Members

<u>Members Name</u>	<u>Position</u>	<u>Role</u>
Davis Pattee	Principal	High School
Cristin Rold	Principal	Intermediate
Sarah Kock	Principal	Primary
Molly Jensen	Intermediate	Special Education
Kim Leinen	Intermediate/HS	Special Education
Laura Black	Pre-School	PK/Special Education
Jesica Grote	Special Education	Alternate Assessment
Shona Weirich	General Education	Primary
Katie Pace	General Education	Intermediate
G.G. Harris	General Education	High School
Brenda Hansen	Community Member	Parent
Angela Sieh	Community Member	Parent
Cynthia Shaeffer	Community Member	Parent
Josh Carter	Community Member	Parent
Ivan Gentry	Green Hills Rep.	GHAEA Exec. Director of Specialized Services

Board Actions:

The AHSTW Community Schools Board of Directors gave final approval of the delivery plan at the April 17, 2024 Regular School Board Meeting.

Community Comments Statement:

AHSTW Schools notified community members of the Special Education Delivery Plan by emailing district patrons. The plan was made available on the district website at <https://www.ahstwschools.org/>.

District Developed Special Education Service Delivery Plan Assurances

The district assures it provides a system for delivering instructional services including a full continuum of services and placements to address the needs of eligible individuals aged 3 to 21 and shall provide for the following:

- 1) The provision of accommodations and modifications to the general education environment and program, including settings and programs in which eligible individuals aged 3 through 21 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 an individualized 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, the District Developed Service Delivery Plan (DDSDP) was available for comment by the general public.
 - The district assures DDSDP 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 DDSDP for implementation.

How will services be organized and provided to eligible individuals?

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 Individualized Education Plan (IEP). The teacher with the dual endorsement is responsible for implementing and monitoring the child’s progress according to the IEP.

Regular Early Childhood Program Monitored by a Licensed Early Childhood Special Education Program: Services are defined as occurring in the general education classroom. The classroom teacher holds a license for pre-kindergarten. The general education teacher is responsible for classroom instruction and implementation of adaptations and accommodations as specified in the IEP. The licensed Early Childhood Special Education staff is responsible for monitoring the implementation of services described in each IEP and monitoring student progress relative to the goals of the IEP.

Collaborative Services: Collaborative services are defined as a direct specially designed instruction provided to an individual student with a disability or to a group of students with disabilities by a certified special education teacher in a general education setting or regular early childhood program to aid the student(s) in accessing the general education content area instruction. These services are provided simultaneously with the general education content area instruction.

Co-Teaching Services: Co-teaching services are defined as the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and general education students. These services are provided by the special education teacher and general education or regular early childhood program teacher in partnership to meet the content and skill needs of students in the general education classroom or program. These services take shape in a variety of ways. For example, teachers co-plan, divide the class, and provide the instruction to smaller groups, or teachers co-plan and then co-instruct different components of the content. In all co-teaching arrangements, the special educator takes primary responsibility for designing and delivering specially designed instruction, assuring access to the general curriculum, and assessing the progress of students with IEPs. The effectiveness of services provided through co-teaching has a strong research base.

Consulting Teacher Services: Consulting teacher services are defined as indirect services provided by a certified special education teacher to a general education teacher or regular early childhood program teacher in adjusting the learning environment and/or modifying his/her instructional methods using specially designed instruction strategies to meet the needs of a student with a disability receiving instruction in the general education classroom.

Out-of-Class Services Out-of-Class services (e.g. Pull-out) are defined as direct specially designed instruction provided to an individual student with a disability or a group of students with disabilities by a certified special education teacher to provide supplementary instruction that cannot be provided during the student's regular instruction period. The services are provided in an individual or small group setting for a portion of the day.] These services are designed to supplement instruction provided in the general education classroom through previously described Consulting Teacher Services model, or Collaborative Services model of delivery. The specially designed instruction provided in a setting outside of the general education classroom or Regular Early Childhood Program does **not** supplant the instruction provided in the general education classroom. The amount of time a student is removed from his/her general education classroom is determined by the number of areas students need that level of support, as well as the discrepancy between the students present level of performance in comparison to grade level expectations.

Special Class / Early Childhood Special Education Program [ECSE]: ECSE services are defined as direct specially designed instruction provided to an individual student with disability or a group of students with disabilities by a certified special education teacher to provide instruction which is tied to the general education and preschool curriculum, but has been modified to meet unique needs of the student(s) in a self-contained setting (including, **but not limited to** special classes / ECSE, special schools, home instruction, and instruction in hospitals and institutions). This means the student is receiving his or her instruction separate from the general education setting.

Notes:

- Students may receive different services at multiple points along the continuum based on the IEP.
- The district will provide access to this continuum for all eligible individuals based on their IEP.

- Services may be provided within the district or through contractual agreement with other districts and/or agencies.
- The continuum of services includes services for eligible individuals ages 3-21.
- The district will implement the Quality Preschool Program Standards in settings where 3-5 year old children with IEPs are served.

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

Special Education caseloads will be reviewed at least 3 times per year. Roster evaluations will occur at minimum of three times of year:

- Beginning of the school year. (August/September)
- End of 1st semester. (December/January)
- During the end of the year (April/May to set class lists for the upcoming year - this will include making any updates to each student's rubric to reflect plans for next year's services as they advance to the next grade level)

Meetings determining the caseloads of our special education teachers will consist of at a minimum all building administrators, district special education teachers and Green Hills AEA team representatives.

In determining teacher caseloads, AHSTW Community School District will assign points to the services of each eligible student receiving an instructional program in the district. The point system shall only serve as a guideline for review and comparison of special education rosters.

Student point totals based on the rubric evaluation will be considered final once both the building principal or special education director and special education teacher have met to discuss the IEP.

Teacher rosters should not exceed 110-115 points total without review and consideration, which may include possible solutions ranging from a redistribution of current resources to the addition of support personnel. A roster may exceed 110-115 points by no more than 20% for a period of time of no more than six weeks, if doing so does not prevent the affected teacher's ability to provide all support for enrolled students.

The caseloads of special education teachers will be determined based upon the Caseload Determination Rubric. The rubric is on the last page of the document.

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

Resolution of Concerns: When a teacher has a concern the following procedure regarding the allocation of services will take place:

1. A written description of the concern from the special education teacher is provided to the building principal.
2. The principal will review relevant information generated by the teacher describing the caseload. Relevant information shall include:
 - Number of IEPs
 - Teacher's schedule and instructional groupings
 - Collaboration assignments
 - Number of grade levels the teacher is assigned.
 - Updated point totals as evaluated by AHSTW's point system. (See last page of document)
3. Within 10 working days of receiving a written request, the principal will develop a written recommendation, which will be forwarded to the superintendent for consideration. The recommendation will be returned to the teacher at that time as well.
4. The superintendent reviews the principal's recommendation and renders a decision, which, if appropriate, includes a description of the corrective action needed (e.g. a recommendation for additional personnel, reassignment or realignment of other duties or responsibilities). The response shall be delivered within 10 working days of receiving the principal's recommendation.

If the team is unable to reach consensus regarding the allocation of services, the building principal will serve as the mediator to resolve concerns. If unresolved, the district superintendent will be involved. If the concern is still unresolved, the AEA Director of Special Education and the district superintendent will be involved.

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?

Data Based Decision-Making: Data will be utilized to guide individual student needs. Data will be used when making decisions about eligibility, instructional methods & curricula.

At least once per year, district administrators will examine their special education district profile to review the district's data relative to progress indicators outlined in the state performance plan (SPP) for special education. District Administrators will also examine the district's annual progress report (APR) each year to review achievement data as it pertains to students with IEPs in the district. The data will be used to determine priorities and develop action plans for special education instructional services when necessary.

If the district meets or exceeds APR goals and target goals outlined in our state performance plan for special education, the delivery system will be considered effective.

If the district does not meet APR goals or SPP target goals, district staff will work in collaboration with Green Hills AEA staff to develop an action plan designed to promote progress towards these goals.

	Curriculum	IEP Goals	Specially Designed Instruction	Joint Planning & Consultation	Para Support	Assistive Technology	Behavioral Needs
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	Not Applicable	Joint planning typical for what is provided for all students	Individual support needed similar to peers	Assistive technology use is similar to peers	No behavioral concerns are present for a student.
One Point	Student requires limited accommodations / modifications to the general curriculum	Student has 1 to 2 instructional IEP goals.	25% or less of instruction is specially designed and/or delivered by special education personnel	Special education teachers conduct joint planning with one general education teacher or associate over the course of each month.	Additional individual adult support is needed for 25% or less of the school day	AT requires limited teacher-provided individualization or training for the student	Requires limited time to collaborate, plan, and instruct appropriate classroom and social behaviors.
Two Points	Student requires significant accommodations / modifications to the general curriculum	Student has 3 instructional IEP goals.	26-75% or less of instruction is specially designed or delivered by special education personnel	Special education teacher conducts joint planning with 2 to 3 general education teachers or associate over the course of each month	Additional individual adult support is needed from 26-75% of the school day	AT requires extensive teacher-provided individualization or training for the student	Requires significant time to collaborate, plan, and instruct appropriate classroom and social behaviors.
Three Points	Significant adaptation to grade level curriculum requires specialized instructional strategies. Alternate assessment may be used to measure progress.	Student has 4 or more instructional IEP goals.	76 to 100% of instruction is specially designed or delivered by special education personnel	Special education teachers conduct joint planning with more than 3 general education teachers or associates over the course of each month	Additional individual adult support is needed from 76% to 100% of the school day	AT requires extensive teacher-provided individualization or training for the student. Significant maintenance or upgrades are anticipated	Student requires a Functional Behavior Assessment / Behavioral Intervention Plan. [FBA/BIP]

Accommodations: Accommodations: Supports provided to help a student access settings, opportunities and the general curriculum and validly demonstrate learning
 Examples: Teacher prepared notes; peer readers; extended testing time; occasional adult assistance (Note: ongoing adult assistance is a “Service” not an “Activity or Support”)
Modifications: Modifications: Changes made to the context and performance standards for students with disabilities
 Examples: extensions of district standards and benchmarks, modifications in performance expectations in general education classes, modified requirements for earning credits.

AHSTW CSD Caseload Determination Rubric

Teacher: _____

Student: _____ Total Points: _____ (Max: 21)