

Albia Community School District

District Developed Special Education Delivery Plan

June 2022

This is the system for delivery of instructional services, including a full continuum of services and placements, to address the needs of eligible individuals ages 3-21 years of age. The Albia Community School District created the Special Education Delivery Plan using the following deadlines and organizational plan.

- February 2022 – Organization of process to develop the plan and recruitment of committee members, both required and volunteer
- March through April 2022 – Committee members help to develop the plan
- May 2022 – Share and review draft plan with school board prior to posting for public comment
- May 2022 – Plan submitted to Dr. Angelisa Fynaardt, GPAEA Associate Administrator, for approval
- June 2022 – Post plan for 20 days for public approval and review of any received comments
- July 2022 – Board approval

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EVERYONE, EVERY WAY, EVERYDAY
Empowering and preparing all students to be successful
citizens in a complex changing world.

Billy Strickler, K-2 Principal and Special Education Director
Julie Garver, Special Education Teacher
Megan Green, Special Education Teacher
Julie Scieszinski, Special Education Teacher
Suzanna Keegel, Parent
Kayla Van Loon, Parent
Brooke Bettis, 7-12 Guidance Counselor

Kevin Crall, Superintendent
Joellen Swartz, 3-6 Principal
Richard Montgomery, 7-12 Principal
Sarah Hopkins, Parent
Megan Judge, General Education Teacher
Kailey Wynn, General Education Teacher
Alan Schwarte, GPAEA Regional Director

Albia Community School District
District Developed Special Education Delivery Plan
June 2022

Question	Answer
1. What process was used to develop the delivery system for eligible individuals?	The Special Education Delivery Plan was developed in accordance with Iowa Administrative Code rule 41.408(2)"c". This committee included parents of eligible individuals, special education and general education teachers, administrators, and at least one, representative from the Great Prairie Area Education Agency.
Question	Answer
2. How will service be organized and provided to eligible individuals?	<ul style="list-style-type: none"> - The description below outlines the continuum of special education services offered in the Albia Community School District educational setting for students age 3 through 21. The district will consult with other early childhood programs on incoming students from our direct feeder early childhood programs. - Students may receive different services at multiple points along the continuum based on their 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. <p>General education with consultation. (Least Support) The student is served in the general education classroom or regular early childhood program without any accommodations or modifications to the curriculum, instruction, testing or grading. The service provider is responsible for consulting with general education teachers and monitoring the student's progress according to the IEP.</p>

Albia Community School District
District Developed Special Education Delivery Plan
June 2022

	<p>General education with consultation/accommodations. (Less Support) The student is served in the general education classroom or regular early childhood program with consultation and support from the special education teacher(s). 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 monitoring the student's progress on IEP goals.</p> <p>General education with direct special education support in the general education classroom. (More Support) The student receives special education support for the general education curriculum in the general education or regular early childhood program setting. The special education teacher, support service provider, or trained paraprofessional will be in the general education or program classroom to provide 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.</p> <p>General education with direct special education support outside the general education classroom. (Most Support) The student receives specially designed instruction and support for the general education curriculum outside the general education or regular early childhood program setting. When the services cannot be appropriately provided in the general education or program 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 or an early childhood special education program, special schools, home instruction, and</p>
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Albia Community School District
District Developed Special Education Delivery Plan
June 2022

	<p>instruction in hospitals and institutions). The special education teacher/service provider is responsible for monitoring the student's progress on IEP goals.</p> <p>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 Program with consultation and support from the Early Childhood Special Education (ECSE) teacher. The Regular Early Childhood Program teacher is responsible for direct instruction, testing, grading, and behavioral management as specified in the IEP. The ECSE teacher support may include assisting the Regular Early Childhood Program teacher with the design and preparation of material, adaptations, modifications, and accommodations. The ECSE teacher is responsible for monitoring the student's progress on IEP goals.</p> <p>The Albia Community School District will provide access to this continuum for all eligible individuals based on their IEP. Services may be provided with the district, or through contractual agreement with other districts and/or agencies (i.e. early childhood programs in the community).</p> <p>The early childhood special education program and regular early childhood programs providing instructional services to children on an IEP must implement Preschool Program Standards as defined by the Iowa Department of Education. The Albia Community School district currently follows the Iowa Quality Preschool Program Standards (QPPS) for its early childhood education program.</p> <p><u>Accommodations vs. Modifications</u></p>
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Albia Community School District
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June 2022

	<ul style="list-style-type: none"> • Accommodations do not reduce the learning expectations, accommodations provide access. • Modifications refer to practices that change, lower, or reduce learning expectations. It is important to note that when modifications are used, what a student learns is different because the learning expectations for the student are changed, lowered, or reduced. The use of accommodations does not change the learning expectations for the student, accommodations change the way the student accesses or demonstrates learning, not what is learned.
Question	Answer
3. How will caseloads of special education teachers be determined and regularly monitored?	<p>Caseloads will be tentatively set each spring (April) for the following school year. Caseloads may be modified based on summer registration and actual fall enrollments.</p> <ul style="list-style-type: none"> • Caseloads will be reviewed within the first 20 school days of the first semester of each academic year; Within the first 20 school days of the second semester of each academic year • By May 15th to begin planning for the following academic year by individual special education teachers with their building principal and/or special education coordinator. Teachers may request a caseload review any time during the school year. <p>In determining caseloads, the Albia Community School District will use the weighting number established to correspond with the student's assigned Leveling/supplemental weighting number according to the WEF Matrix established by the State of Iowa AEAs and as part of the statewide special education procedures manual.</p> <p>A teacher may be assigned a caseload with no more than 25 total points. This</p>

Albia Community School District
District Developed Special Education Delivery Plan
June 2022

	<p>caseload limit may be exceeded by no more than 10% for a period of no more than nine weeks, if doing so does not prevent the affected teacher's ability to provide the services and supports specified in his or her student's IEPs.</p> <p>IEP Student points/weighting for the purpose of assigning a value for each student for teacher caseload determination, would be done according to the IEP student's supplemental weighting determination level as identified by the Weighted Enrollment Factor matrix (WEF for PreK and K-12 students) as determined by the AEA.</p> <p>See attached WEF Matrix.</p>
Question	Answer
4. What procedures will a special education teacher use to resolve caseload concerns?	<p>The purpose of this requirement is to ensure that special education teachers have a way to request a review of situations that have not been addressed by the caseload review process.</p> <p>A scheduled review of teacher caseloads will be conducted by the special education director and/or building principal as follows:</p> <ul style="list-style-type: none"> ● Within the first 20 school days of the first semester of each academic year; ● Within the first 20 school days of the second semester of each academic year ● By May 15th to begin planning for the following academic year <p>A teacher may be assigned a caseload with no more than 25 total points. This caseload limit may be exceeded by no more than 10% for a period of no more than nine weeks, if doing so does not impair the affected teacher's ability to provide the</p>

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District Developed Special Education Delivery Plan
June 2022

	<p>services and supports specified in his or her students IEPs.</p> <p>Requesting a Caseload Review</p> <ul style="list-style-type: none">• All requests must be in writing to an individual's principal/supervisor• A committee will be appointed as needed to serve as a review team in collaboration with the building principal/supervisor along with the requesting special education teacher, another special education teacher (from the same building, if possible), and an AEA rep.• The person requesting the review is responsible for gathering relevant information to support their request. This information might include, but is not limited to:<ul style="list-style-type: none">○ IEPs○ Schedule and instructional groupings○ Collaborative/co-teaching assignments <p>Procedural Steps</p> <ol style="list-style-type: none">1. Informal problem solving strategies in relation to caseload concerns have been exhausted.2. A written request for caseload review is submitted to your principal/supervisor.3. The request is reviewed for clarification with your principal/supervisor. The principal/supervisor tries to resolve the concern at this point.4. If the caseload concerns cannot be satisfactorily resolved by the principal/supervisor within <u>5</u> school days, the request is then sent to the caseload committee by the principal.5. Within <u>10</u> school days, the caseload committee will review the request and give a recommendation to the individual's principal/supervisor.6. Within <u>10</u> school days, after receipt of the committee's recommendation, the principal/supervisor will review the information and discuss it with the
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Albia Community School District
District Developed Special Education Delivery Plan
June 2022

	<p>individual teacher, and provide a written determination.</p> <p>7. If the teacher requesting the review does not agree with the determination, they may appeal to the AEA director of Special Education/designee.</p> <p>8. The AEA Director of Special Education/designee will meet with personnel involved and will provide a written decision.</p> <p>At any other time, a teacher may request a caseload review by submitting, in writing, a request to the building principal.</p>
Question	Answer
<p>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?</p>	<p>The Albia CSD will examine their SPP/APR data to determine priorities and develop an action plan. If the Albia CSD meets SPP/APR requirements, the delivery system will be considered effective. If the district does not meet the requirements, the ACSO will work in collaboration with the State and AEA.</p>