

ALBERT CITY - TRUESDALE CSD

DISTRICT DEVELOPED SERVICE DELIVERY PROGRAM

Updated and Revised: May 2025

Effective:



Albert City-Truesdale District Developed Plan

The following steps were used in the development of the Albert City-Truesdale District Developed Service Delivery Plan.

Overview of Steps

Step	Action
1	The district school board approves the development of District Developed Service Delivery Plan and individuals on development committee.
2	The committee develops/reviews the plan.
3	The plan is available for public comment.
4	The AEA Special Education Director verifies compliance.
5	The district school board approves the plan prior to adoption.
6	The plan is included in the designated area of the Comprehensive School Improvement Plan.
7	The plan is reviewed in connection with the 5 year accreditation cycle OR earlier if required by determination given by the state.

“The Albert City-Truesdale CSD 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.”

DDSDP

- April 14, 2025 - Appointed the following members to the committee: Dick Jungers, Superintendent; Ashley Dirks, Principal; Susan Hess, Special Education Teachers; Cooper Unger, Special Education Teacher Apprentice; Jennifer Sammons, AEA Regional Administrator; Rachel Mouw, General Education Teacher; Chelsea Hogrefe, Parent of Special Education Student
- May 6, 2025 - Committee Meeting, DDSDP approved by the committee
- May 7-June 5, 2025 - Open for Public Review and Comment
- - Board Meeting

Continuum of Services

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

Co-Teaching Services: Co-teaching services are defined as providing specially designed instruction and academic instruction provided to a group of students with disabilities and nondisabled students. These services are provided by the special education teacher and general education teacher in partnership to meet the content and skills needs of students in the general education classroom. Examples may include: 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.

Collaborative Services: Collaborative 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 general education classroom to aid the student(s) in accessing the general education curriculum. These services are provided simultaneously with the general education content area instruction.

Pull-Out Services: Pull-Out 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 supplementary instruction that cannot otherwise be provided during the student's regular instruction time. These services are provided in an individual or small group setting for a portion of the day. Pull-out services supplement the instruction provided in the general education classroom through Consulting Teacher services or Collaborative/Co-teaching services. The specially designed instruction provided in Pull-out settings does **not** supplant the instruction provided in the general education classroom.

Special Class: Special Class 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, 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.

The district will provide a continuum of services for all eligible individuals' ages 3-21 based on their IEP. Services may be provided within the district, or through contractual agreement with other districts and/or agencies. Albert City - Truesdale preschool adheres to the Iowa Quality Preschool Programming Standards (QPPS).

Regular Early Childhood Program with Teacher holding Dual Endorsements: The child is served in the regular early childhood classroom with a teacher who holds a valid practitioner's licenses 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.

Caseload Determination Rubric

TEACHER: _____

Student: _____

Date: _____

	Curriculum	IEP Goals	Specially Designed Instruction (SDI)	Joint Planning	Paraprofessional Support	Assistive Technology	*FBA/BIP	Three – year reevaluation
Zero points	Student functioning in the general education curriculum similar to peers	Student has IEP goals instructed by another provider (SP, OT, PT)	Student requires no SDI	Planning typical for that provided for all peers	Individual support similar to peers	No Assistive technology is needed.	Student does not have a FBA or BIP	Student does not have a three-year reevaluation
One point	Student requires accommodations	Student has one IEP goal	25% or less of instruction is SDI and/or delivered by sp. ed. teacher	Sp. Ed. teacher collaborates with 1 classroom teacher and/or associate	Additional individual support from an adult is needed for less than 100 minutes per day	Assistive technology is similar to peers.		Student does have a three-year reevaluation
Two points	Student requires modifications	Student has two or three IEP goals	26% - 75% or less of instruction is SDI and/or delivered by sp. ed. teacher	Sp. Ed. teacher collaborates with two to three classroom teachers and/or associates	Additional individual support from an adult is needed for 100 to 300 minutes per day	Advanced assistive technology is needed.	Student has a FBA or BIP	
Three points	Student requires Alternate Assessment	Student has four or more IEP goals	76% - 100% of instruction is SDI and/or delivered by sp. ed. teacher	Sp. Ed. teacher collaborates with more than 3 classroom teachers and or associates	Additional individual support from an adult is needed for more than 300 minutes per day			

NOTE - *FBA = Functional Behavior Assessment and BIP = Behavior Intervention Plan

Point Total = _____

Caseload Determination

Caseloads will be reviewed at least twice during the school year by individual district special education teachers with their building principal and/or special education coordinator. Caseloads will be tentatively set in the spring for the following year. Caseloads may be modified based on summer registration and actual fall enrollments.

A “full” teacher caseload will be considered to be above **120** total points. If a teacher’s caseload exceeds this number, the teacher, Principal, and Superintendent 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.

In determining special education teacher caseloads, the Albert City-Truesdale Community School District will use the following values to assign points to the caseloads of each teacher in the district.

Curriculum

1 point: Each IEP for which student requires accommodations to be successful in the general education curriculum.

2 points: Each IEP for which student requires modifications to be successful in the general education curriculum.

3 points: Each IEP for which student requires Alternate Assessment.

IEP Goals

1 point: Each IEP for which the teacher is responsible for IEP writing, IEP meetings, progress monitoring and reporting to parents for one IEP goal.

2 points: Each IEP for which the teacher is responsible for IEP writing, IEP meetings, progress monitoring and reporting to parents for two to three IEP goals.

3 points: Each IEP for which the teacher is responsible for IEP writing, IEP meetings, progress monitoring and reporting to parents for more than 4 IEP goals.

Specially Designed Instruction/Least Restrictive Environment

1 point: Each student provided SDI by the special education teacher 25% or less of the school day.

2 points: Each student provided SDI by the special education teacher 26% - 75% of the school day.

3 points: Each student provided SDI by the special education teacher 76% - 100% of the school day.

Joint Planning

1 point: Each class with whom the special education teacher collaborates with one classroom teacher.

2 points: Each class with whom the special education teacher collaborates with two to three classroom teachers.

3 points: Each class with whom the special education teacher collaborates with more than 3 classroom teachers.

Paraprofessional Support

1 point: Each student who is dependent on an additional adult for physical needs for less than 100 minutes per school day.

2 points: Each student who is dependent on an additional adult for physical needs for 100 to 300 minutes per school day.

3 points: Each student who is dependent on an additional adult for physical needs for more than 300 minutes per school day.

Assistive Technology

0 points: Student does not require assistive technology.

1 point: Student requires assistive technology similar to peers.

2 points: Student requires advanced assistive technology.

Behavior Intervention Plan

0 points: Student does not have a Behavior Intervention Plan (BIP).

2 points: Student has a Behavior Intervention Plan (BIP).

Three-year Reevaluation

0 points: Student has their annual review.

1 point: Student has their three-year reevaluation.

*Note: The caseload for early childhood special education teachers does not follow the caseload determinations for K-12 special education teachers. Instead the guidelines as stated in the Quality Preschool Program Standards (QPPS) document will be followed.

Resolving Caseload Concerns

Caseloads will be reviewed at least twice per year by individual LEA special education teachers with their building principal and/or special education coordinator. In addition to scheduled reviews, caseload will also be reviewed under the following circumstances:

- When the caseload of 120 points is exceeded for a period of 6 weeks, then a review may be requested in writing.
- When a teacher has a concern about his or her ability to effectively perform the essential functions of his or her job due to caseload.

REQUESTING A CASELOAD REVIEW

- All requests must be in writing
- Requests should initially be given to an individual's principal.
- The person requesting the review is responsible for gathering relevant information to support their request. This information might include, but is not limited to:
 - IEPs
 - Schedule and instructional groupings
 - Collaborative/co-teaching assignments

PROCEDURAL STEPS

1. Informal problem solving strategies between principal and teacher in relation to caseload concerns have been exhausted.
2. A written request for caseload review is submitted to the principal/designee.
3. The request is reviewed for clarification with the principal. The principal/designee tries to resolve the concern at this point.
4. If the caseload concerns cannot be satisfactorily resolved, the request is then sent to the caseload committee.
5. Within 10 working days, the caseload committee will review the request and give a recommendation to the individual's principal/designee.
6. Upon receipt of the committee's recommendation, the principal will review the information and discuss it with the individual.
7. Within 10 working days, the principal will meet with the individual and provide a written determination.
8. If the person requesting the review does not agree with the determination, he or she may appeal to the AEA Director of Special Education.
9. The AEA Director/designee will meet with personnel involved and will provide a formal written decision.

Process used to evaluate the effectiveness of the delivery system for eligible individuals

“The Albert City-Truesdale CSD will examine their SPP/APR 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.”

Available for Public Comment

Explanation Once the development group has completed its work and the proposed delivery system is described in writing, there must be an opportunity for public comment.

Notifying Public of a Plan for Review The district will notify the public that the District Delivery Service Developed Plan is available for review. Methods of notification include:

- District website
- JMC Alert Message

Public Viewing of the Plan The district will make the District Delivery Service Developed Plan available for public viewing. Locations for the plan will include:

- Albert City-Truesdale Elementary School
- District website

Timeline for Public Comment Reasonable time will be given between notice to the public and the deadline for receipt of comment.

As a general rule, less than 14 days would be considered insufficient time between notice and the deadline for receipt of comment; 20 calendar days or more would be desirable.

Receipt and Consideration of Public Comment Public comment can be provided in writing or orally.

The district must review and consider all public comments and make any necessary modifications to their District Developed Service Delivery Plan, as appropriate.

Compliance Verification

Administrative Rule **41.408(2) c (3)** The director shall verify that the delivery system is in compliance with these rules prior to LEA board adoption.

Explanation When the plan is in its final form, it must be submitted to the AEA Special Education Director, who will verify that the plan is in compliance with the Iowa Administrative Rules of Special Education.

Timeline The review by the director should take place after the public comment requirement has been completed since public comment might prompt some changes to the proposed plan.

School Board Approval of Plan

Administrative Rule 41.408(2) c (5) The LEA board shall approve the system prior to adoption.

Explanation Before a district can implement a delivery system, the district's board must approve the system.

Public Comment -----

Insert District Developed Plan into Comprehensive School Improvement Plan

Explanation Albert City-Truesdale CSD will input their approved District Developed Service Delivery Plan into their Comprehensive School Improvement Plan (CSIP).

Appendix A: Iowa Administrative Rules of Special Education

281—41.408(256B, 273,34CFR300) Instructional services.

41.408(1) General. Instructional services are the specially designed instruction and accommodations provided by special education instructional personnel to eligible individuals. These services are ordinarily provided by the LEA but, in limited circumstances, may be provided by another LEA, the AEA or another recognized agency through contractual agreement. An agency must use the procedure and criteria described in sub-rule 41.408(2) for creating a delivery system for instructional services.

41.408(2) Delivery system. An agency shall use the following development process for creating a system for delivering instructional services.

- a. The delivery system shall meet this chapter's requirements relating to a continuum of services and placements, shall 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 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.
- b. The delivery system shall be described in writing and shall include the following components:
 - (1) A description of how services will be organized and how services will be provided to eligible individuals consistent with the requirements of this chapter, and the provisions described in 41.408(2) "a."
 - (2) A description of how the caseloads of special education teachers will be determined and regularly monitored to ensure that the IEPs of eligible individuals are able to be fully implemented.
 - (3) A description of the procedures a special education teacher can use to resolve concerns about caseload. The procedures shall specify timelines for the resolution of a concern and identify the person to whom a teacher reports a

concern. The procedures shall also identify the person or persons that are responsible for reviewing a concern and rendering a decision, including the specification of any corrective actions.

- (4) A description of the process used to develop the system, including the composition of the group responsible for its development.
 - (5) A description of the process that will be used to evaluate the effectiveness of the system.
 - (6) A description of how the delivery system will meet the targets identified in the state's performance plan, described in this chapter.
 - (7) A description of how the delivery system will address needs identified by the state in any determination made under this chapter.
- c.* The following procedures shall be followed by the agency:
- (1) Before initiating the development of the delivery system, the LEA board shall approve such action and the LEA personnel and parents who will participate in the development of the alternative.
 - (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. The AEA representative shall be selected by the director.
 - (3) The director shall verify that the delivery system is in compliance with these rules prior to LEA board adoption.
 - (4) Prior to presenting the delivery system to the LEA board for adoption, the group responsible for its development shall provide an opportunity for comment on the system by the general public. In presenting the delivery system to the LEA board for adoption, the group shall describe the comment received from the general public and how the comment was considered.
 - (5) The LEA board shall approve the system prior to implementation.
- d.* The procedure presented in sub-rule 41.907(9) shall be followed in applying the weighting plan for special education instructional funds described in Iowa Code section 256B.9 to any delivery system developed under these provisions.
- e.* An LEA shall review, revise, and readopt its delivery system using the procedures identified in paragraph “*c*” of this sub-rule at least every five years or sooner if required by the state in conjunction with any determination made under this chapter.
- f.* An LEA shall make the document describing its delivery system readily available to LEA personnel and members of the public.
- g.* A director may grant an adjusted caseload status for good cause shown, if an LEA submits a request to the AEA for such status because class size, including the size of a class served by a teacher employed less than full-time, exceeds those limits specified in the portion of the plan required by 41.408(2) “*b*”(2).

Appendix B

District Developed Special Education Service Delivery Plan Albert City-Truesdale CSD

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. If you have comments that you wish to be considered before this plan is finalized, please submit those comments to:

Dick Jungers, Superintendent of Albert City-Truesdale CSD

Ashley Dirks, Principal of Albert City-Truesdale CSD

Open for public comment:

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 the school board has approved the development of the plan for creating a system for delivering specially designed instructional services.
- 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.