Iowa Falls and Alden
Community School Districts

Mission

Learning - Leading - Succeeding....Together

Vision

Striving for Excellence

We strive for excellence in all that we do, whether it is academic achievement, athletic success, fine arts accomplishment, or club and organization recognition.

District Developed
Service Delivery Plan

Spring 2025

Section 1

What process was used to develop the special education delivery system for eligible individuals?

The District Developed Service Delivery Plan (DDSDP) was developed in accordance with the Iowa Administrative Code Rule 41.408(2)"C"(2).

Committee Representation: The development committee has representatives from the Iowa Falls and Alden School Districts, and for each district includes: parents of eligible individuals, special education teachers, general education teachers, administrators, and a Central Rivers AEA representative. Each district is represented by members from the range of grade levels it serves. (Iowa Falls PK-12 and Alden PK-6)

Other Members: The Iowa Falls Alden Special Education teachers and building principals contributed to revising and describing the delivery system in January and February of 2025. They also offered suggestions regarding caseload calculations.

District Developed Service Delivery Plan Development Committee

Alden:
- Jacki Kooistra - Elementary Principal
- Kay Madden - Special Education Teacher
- Becky Young - General Education Teacher
- Amy Klaffke - Parent

Pineview:
- Jill Wachal - Elementary Principal
- Nicole Miller- Early Childhood Special Education Teacher
- Hailey Westendorf - Early Childhood Teacher
- Christa Henry - Special Education Teacher
- Jayne Becker - General Education Teacher
- Tami Hoffman - Parent

Rock Run:
- Kyle Fett - Elementary Principal
- Ashley - Kuker - Special Education Teacher
- Aly Rabe - General Education Teacher
- Roxanne Lindquist- Parent

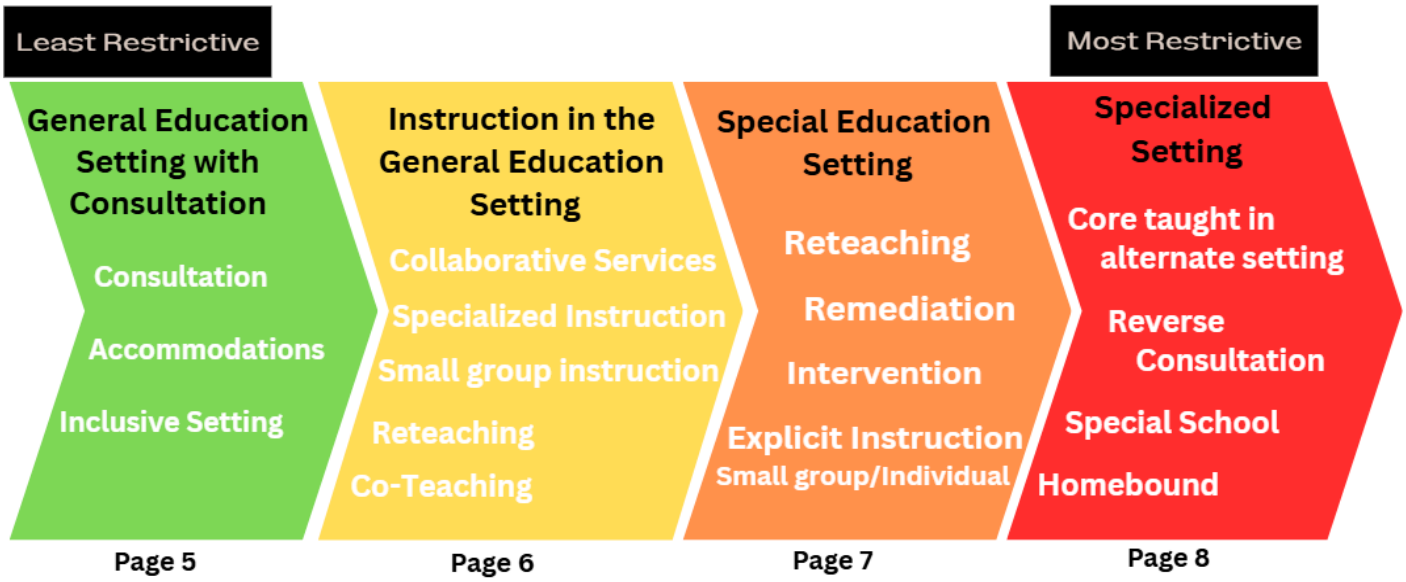
Riverbend Middle School:
- Michael Collison - Middle School Principal
- Sheila Long - Special Education Teacher
- Kathryn Jass - General Education Teacher
- Madeline Weeks - Parent

Iowa Falls Alden High School:
- Kyle Hutchinson - High School Principal
- Julie VanLangen - Special Education Teacher
- Matt Becker - General Education Teacher
- Megan Hansen - Parent

IFA District
- Dr. Tony Neumann - Superintendent
- Lorelei Lake - Director of Special Education
- Maggie Mehmen - Special Education Consultant CRAEA

Section 2

How will services be organized and provided to eligible individuals?



Collaborative Services: Collaboration with adults (general education, special education, and support service staff) is ongoing at all levels to support instruction and access to the least restrictive environment (LRE).

Considerations:

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

The continuum includes services for eligible individuals ages 3-21.

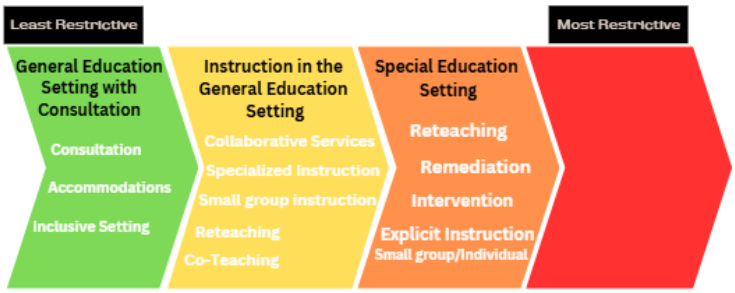
The district will provide access to this continuum for all eligible individuals based on their IEP.

Services may be provided within the district or through contractual agreement with other districts and/or agencies, including Central Rivers Area Education Agency.

Glossary of Terms

IEP - Individualized Education Plan
LRE - Least Restrictive Environment
SDI - Specially Designed Instruction

Early Childhood



Inclusive Early Childhood Setting:

In this setting, a child is served in a regular early childhood classroom by a teacher holding a dual endorsement in prekindergarten and early childhood special education. The student is served in an inclusive general education setting. Examples: ○ Developing individualized lesson plans that cater to different skill levels within the same classroom. ○ Using differentiated instruction techniques, such as varying the complexity of tasks based on student needs.
Early Childhood Special Education Teacher Responsibilities: ○ Provides direct instruction while preparing materials that accommodate various learning needs. ○ Responsible for implementing and monitoring the child's progress according to the IEP. ○ Integrates strategies from general and special education to create an inclusive learning environment. ○ Collaborates with families and support staff to ensure effective communication regarding student progress

Direct Support in an Early Childhood Setting:

In a regular early childhood program, services are provided in the general education classroom or special education setting following the Quality Preschool Program Standards (QPPS). The student could receive some or all of their support and services in the general education or special education setting as described in the IEP. Examples of Support: ○ Using visual aids and hands-on activities to support diverse learners. ○ Adjusting lesson plans to include all students, fostering an inclusive environment ○ Specially Designed Instruction (SDI) aligned to the Early Learning Standards		
Early Childhood Teacher ○ Responsible for overall classroom instruction. ○ Implements adaptations and accommodations specified in the Individualized Education Program (IEP). ○ Monitors student engagement and learning outcomes.	**Early Childhood Special Education Teacher** ○ Provide SDI as described in the IEP. ○ Monitoring the implementation of services described in the IEP. ○ Monitoring student progress.	**Shared Responsibilities** ○ Collaborates to design and deliver services and accommodations/ modifications. ○ Support paraeducators in understanding and implementing IEP services. ○ Participate in IEP meetings and discussions regarding student progress. ○ Communication with families

Kindergarten - High School (K-12)

General Education with Consultation & Accommodations



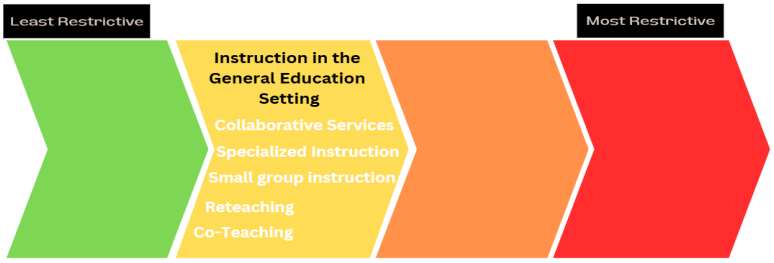
Students receive support in their regular classroom through special accommodations and modifications. The general education teacher leads the class and provides direct instruction, testing, grading, and managing behavior as outlined in the student's Individualized Education Plan (IEP). The special education teacher collaborates with the general education teacher to implement the necessary changes to help students succeed with their peers in the least restrictive environment.

Examples: (not limited to)

- Embedded Instruction: Modeling and opportunities to practice new skills during daily routines.
- Adjusting the Learning Environment: Creating a quiet area for students who need less distraction or preferential seating.
- Modifying Materials: Providing books at a lower reading level, chunking tasks, offering visual cues, and/or providing graphic organizers.
- Extended Time: Allowing extra time for students to process and/or complete assessments or assignments.

General Education Teacher	**Special Education Teacher**	**Shared Responsibilities**
● Deliver grade-level curriculum and assessments, and assign grades ● Implement accommodations & modifications described in the IEP ● May collect monitoring data ● Create an inclusive classroom environment ● Manages behavior	● Monitors the implementation of the IEP ● Monitors student progress in the IEP ● Provides support to the general education teacher(s) implementing accommodations and/or modifications	● Collaborate to ensure the student's needs are met. ● Communicate regularly about the student's progress. ● Adjust strategies as necessary to support the student's learning needs ● Communication with families

Special Education Instruction in the General Education Setting



Special Education Instruction in the general education setting includes a range of collaborative services designed to meet the needs of students with disabilities. This instruction is provided by certified special education teachers in partnership with general education teachers to ensure that all students can access the general education curriculum effectively, regardless of their abilities. This collaborative approach ensures that students with disabilities receive the necessary support while engaging with their peers in the general education setting.

Examples:

Collaborative Services:

- Specially designed instruction for individuals or groups of students with disabilities is provided in the general education setting.
- Aimed at helping students access general education content (GE Teacher) while receiving specific skill instruction (SE Teacher).
- Delivered simultaneously with general education instruction.
- Involves collaboration between general and special education teachers to adapt the curriculum as needed.

Co-teaching Services:

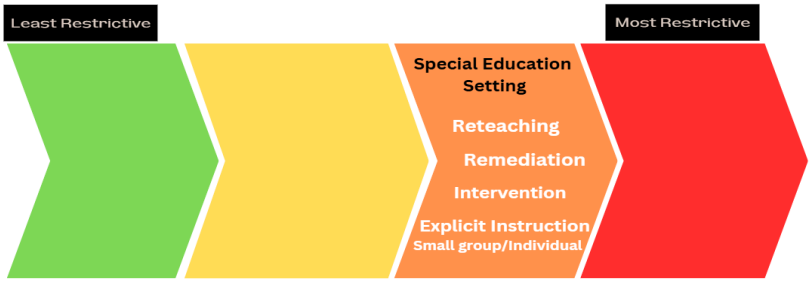
- Involves both special education and general education teachers providing instruction together.
- Supports a diverse group of students, including those with and without disabilities.
- Co-teaching different components of the lesson based on student needs. Models may include: station teaching, parallel teaching, alternative, teaming, one teach-one assist, one teach-one observe.

Special Education Support:

- Special education professionals provide instruction directly within the general education classroom.
- Instruction, behavior monitoring or response strategies, and additional assistance based on student needs identified in the IEP.

General Education Teacher	Special Education Teacher	Shared Responsibilities
● Deliver grade-level curriculum and assessments ● Assign grades ● Implement accommodations classwide and as described in the IEP ● Manage behavior ● Create an inclusive classroom environment	● Monitor and assess student progress concerning IEP goals. ● Deliver SDI (Specially Designed Instruction) for the student's IEP Goals. ● Monitor and support the implementation of accommodations and modifications	● Communicate regularly about student progress ● Adjust instruction based on student needs ● Collaborate to ensure the student's needs are met ● Collaborate to design & deliver curriculum modifications. ● Communication with families

Special Education Instruction provided in the Special Education Setting



Specially Designed Instruction provided in the Special Education Setting refers to specialized teaching provided by a certified special education teacher to an individual or a small group of students with disabilities in a separate special education environment. This instruction is designed to meet the unique needs of each learner with instruction out of the general education setting for a specified amount of time based on instructional and learner needs. The special education instruction may be **"Supplemental"** to or **"Replacement"** of the general education curriculum

Examples of Supplemental Instruction:

- General Education Skill Support: Re-teaching, Remediation, Repeated practice of the general education curriculum
- Intervention Instruction: Focus on below-grade-level pre-requisite skills (explicit/systematic)

General Education Teacher Responsibilities:	Special Education Teacher Responsibilities:	Shared Responsibilities:
● Deliver grade-level curriculum and assessments and assign grades ● Provide a scope and sequence of skills ● Foster an inclusive learning environment that supports all students. ● Manage student behavior in the general education setting. ● Implement modifications and accommodations described in the IEP ● Assign Grades - may be based on modified expectations as described in the IEP.	● Implement and monitor instruction and services as written in the IEP. ● Provide specially designed instruction (SDI) in a pull-out setting. ● Monitor and assess student progress, adjusting instruction as needed. ● Monitor and support curriculum and behavior accommodations and/or modifications in the IEP.	● Share strategies and resources to enhance student learning. ● Communicate regularly about student goals, progress, and challenges. ● Collaborate to ensure students' academic and behavioral needs are met. ● Collaborate to design & deliver curriculum accommodations and/or modifications.

Replacement Instruction: Replaces general education content instruction by the general education teacher with individualized instruction of the content by the special education teacher. **This could be for selected instructional areas or all services. (If the special education teacher is not appropriately certified in the content area, see below "Reverse Consultation Services")**

General Education Teacher Responsibilities:	Special Education Teacher Responsibilities:	Shared Responsibilities:
● Foster an inclusive learning environment that supports students in unique ways. ● Manage student behavior in the general education setting. ● Plan to increase individual opportunities for engagement and peer interactions.	● Implement and monitor instruction and services as written in the IEP. ● Provide specially designed instruction (SDI) and modified Core content in a pull-out setting. ● Monitor and assess student progress, adjusting instruction as needed. ● Provide grades for content area(s)	● Share strategies and resources to enhance student opportunities for access and engagement in the general education setting ● Communication with families

Special Education in a Specialized Setting



In this approach, students leave the general education classroom to receive core content and specialized instruction from a Special Education Teacher. This instruction aligns with Iowa Core standards, with instructional methods and materials modified to meet the unique needs of students, replacing instruction from the general education curriculum. If necessary, students may receive all or selected services in a separate specialized setting, such as special education classes, home instruction, or hospitals. The special education teacher is responsible for providing content instruction and monitoring the student's progress as outlined in their Individualized Education Program (IEP).

Reverse Consultation Services

- Required when a special education teacher providing Iowa Core content instruction to students with disabilities in a special education setting is not 'Highly Qualified" in the content area.
    - A general education teacher licensed in the core content area collaborates with the special education teacher to plan lessons and strategies.
    - The general education teacher oversees the curriculum and grades.
    - Both teachers share the responsibility for ongoing progress monitoring and assessments.
- 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.

These services may restrict student access to general education peers and instruction, but they ensure that students receive the education they need to succeed while meeting their unique learning requirements.

General Education Teachers:	Special Education Teachers:	Shared Responsibilities:
● Provide opportunities for modified participation and inclusion in the general education setting. ● Create an inclusive classroom environment **(Reverse Consultation Only)** ● Plan and supervise the curriculum ● Assign grades	● Provide direct instruction and monitor student progress in the IEP ● Align instruction to Iowa Core Standards ● Plan curriculum and assign grades (unless Reverse Consultation) **(Reverse Consultation Only)** ● Collaborate in lesson planning.	● Collaborate to provide meaningful, inclusive opportunities with peers. ● Communication with families **(Reverse Consultation Only)** ● Both teachers work together on ongoing assessments and ensure that students are making progress toward achieving district standards.

Section 3

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

The placement of students in special education is determined by the Individualized Education Program (IEP) team. Roster assignments will be made by the building administrator, considering several important factors, including:

- **Student Needs:** Academic, behavioral, and social needs, behavior plans, and alternate assessments.
- **IEP Goals:** Time required to work on IEP goals with students and for planning.
- **Paperwork:** Time needed for charting, reporting, and documenting behaviors.
- **Collaboration:** Time to work with other teachers and professionals.
- **Learning Environment:** Ensuring the least restrictive environment for students.
- **Teacher Caseloads:** Considering the number of students each teacher manages.
- **Grouping Considerations:** The range of needs, grade levels, schedules, and classrooms.
- **Certification:** The certification of the teacher and the paraeducator.
- **New Students:** Anticipating the potential needs of incoming students.

Caseload Review

The caseloads of special education teachers will be evaluated annually based on the number of students and the services they provide. Teachers can also request a review.

Caseload Definition

A full-time teacher's maximum caseload is 60 total points. For dually-certified early childhood special education teachers, caseloads will be adjusted according to the percentage of time spent on special education. For example, if the teacher spends 25% of their time on special education, their maximum caseload would be 25% of the full-time limit.

If a teacher’s caseload exceeds the set limit during the school year, the teacher and principal will meet to discuss the situation. If the teacher can still meet IEP requirements for instruction and collaboration, no further action is needed. If not, a plan will be created to address the issue. If the teacher feels the plan is inadequate, they can start the process of addressing caseload concerns as outlined in this plan.

In determining special education teacher caseloads, the Iowa Falls-Alden Community School District will use the following values to assign points to the caseloads of each teacher in the district:

Iowa Falls-Alden Caseload Monitoring Form

Item Number	Score Descriptor	Points	Points Assigned
1. Number of students	How many IEP students are on your roster (you are responsible for writing the IEP, IEP meeting, progress monitoring, and reporting to parents)?	x 1	
	How many IEP students do you instruct and progress monitor the goal, but who are not on your roster?	x .25	
2. Amount of instruction (includes reverse consultation)	Up to 2 hours per day of specially designed instruction (SDI) per student	x 1	
	Between two and four hours per day of SDI per student	x 2	
	More than 4 hours per day of SDI per student	x 3	
3. Work Exp.	For how many roster students will you be planning and supervising work experience?	x 1	
4. Physical needs	How many students on your roster are dependent on an adult for their physical needs (e.g., feeding, toileting, mobility)?	x 1	
5. BIPs	How many roster students are on a behavior intervention plan (BIP)?	x 2	
6. Para Support	How many students on your roster require individual associate support for at least 50% of the day?	x 1	
	How many students on your roster require individual associate support for up to 50% of the day?	x.5	
7. Off-site	How many students do you serve off-site (e.g. hospitalized, home-bound, in other school programs)?	x 1	
8. Alternate Assess.	How many students are on Alternate Assessment?	x 3	
9. Number of IEP goals progress monitored by teacher	One to two goals, progress monitored by the teacher	x 1	
	Three goals, progress monitored by the teacher	x 2	
	Four or more goals are progress monitored by the teacher	x 3	
10. ECO Transition Medicaid	Number of IEPs with Early Childhood Outcomes	x .5	
	Number of transition IEPs for students starting at age 14/senior post-secondary reports	x.5	
	Number of students Medicaid eligible with BIP (you are completing weekly summaries)	x.5	
	Total Points	=	

The review process for student needs in each building will follow these steps:

1. **Committee Members**: The review committee will include the district special education director, building principal, special education teachers, and a representative from the AEA team. The superintendent will be consulted as needed.
2. **Meeting Schedule:** The committee will meet once a year, with the date determined by each school. Additionally, any committee member can request a meeting throughout the school year. This request must be sent to the principal in writing, with copies sent to other committee members. The meeting will occur within ten school days of the request.
3. **Caseload Review Meetings:** The principal will organize meetings to review student caseloads.
4. **Topics of Discussion:** The committee will consider:
    - The current number of students and their needs
    - Size of classroom space
    - Needs of students being referred
    - Available support (like paraeducators)
    - Scheduling and collaboration time
    - Current and future program needs
5. **Meeting Records:** The principal will keep records of all meetings using the "Caseload Review Meeting" form.
6. **Key Questions:**
    - Can all services outlined in the Individualized Education Program (IEP) be provided?
    - What factors might prevent students from receiving the benefits they need?
    - Would additional responsibilities require more support?
    - What actions are necessary to implement all students' IEPs as written?
7. **Possible Solutions:** The committee may consider the following solutions:
    - New program options
    - Additional programs
    - Changes to scheduling
    - Extra staff (teaching/support)
8. **Implementation Assurance:** The district will ensure IEPs are implemented effectively based on the issues and solutions discussed.
9. **Recommendations:** The committee's recommendations will be sent to the superintendent within five school days. The superintendent will respond within ten school days and update the committee through the special education coordinator or principal.
10. **Further Review:** If a teacher or committee member wants to discuss the caseload further, a meeting with the superintendent can be arranged, involving the committee members mentioned earlier. The Alden and Iowa Falls Community School Boards will be consulted as needed.
11. **Disagreement Process:** If there is disagreement with the committee's decision, it can be referred to the Central Rivers AEA Executive Director of Special Education or their designee for further review.

Iowa Falls & Alden Caseload Review Meeting Agenda

Date:
Committee Members Present:
Building:
Committee Member Requested (if applicable):

Requested date: _____ (meeting must be held within 10 days of request)

Purpose: To review:

- A review of the current number of students and their needs
- Needs of students being referred
- Supports available (associates, etc)
- Scheduling/time/ time for collaboration
- Determination of current program needs
- Discussion of projected future program needs
- Size of classroom space

Agenda:

1. A review of the current number and needs of students, needs of students being referred, supports available, and schedules/time.

2. Can all services identified in the IEP be provided as specified?

3. What circumstances (number of students, schedules, or student needs) prevent each student from receiving educational benefit?

4. Would additional caseload responsibilities create the need for added support or assistance?

5. What action is required to ensure all students' IEPs can be fully implemented? (Possible solutions that the caseload review committee may consider, but are not limited to, are: additional program options, additional programs, scheduling changes, additional paraeducator help, additional teaching staff)

Section 4

What procedures do special education teachers use to resolve caseload concerns?

Any special education teacher can request a Caseload Review Meeting.

1. Initial concerns through informal problem-solving with the building principal have been exhausted.
2. The request will be made in writing to the district special education director, and copies will be distributed to the other committee members.
3. The Caseload Review Committee will meet at the request of any committee member throughout the year.
4. The teacher requesting the review will gather and provide relevant information to support their request. This may include, but is not limited to, IEPs, schedules, grouping, and/or assignments.
5. This meeting will occur within ten (10) school days of the request.
6. Caseload review steps outlined in question #3 (p.11) will be followed with an action plan.
7. The committee's written recommendations will be sent to the Superintendent within 5 school days.
8. If the committee has not come to an agreed-upon action plan, the Superintendent has 10 school days to get back to ALL team members in writing the decision.

Section 5

How will the delivery system for eligible individuals meet the targets identified in the state's performance plan?

To meet the requirements of the Every Student Succeeds Act (ESSA), the delivery system will focus on accountability through the following methods:

- **Monitoring Individual Progress:** Regularly check each student's progress on Individualized Education Program (IEP) goals.
- **Aggregating Data:** Collecting and analyzing progress data and overall evaluations for groups of students at both the school and district levels.
- **Examining Subgroup Achievement:** Analyze how groups of students are performing, focusing on those who need additional support.

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?

Evaluating the Effectiveness of the Delivery System:

1. **Individual Level:**
   - The progress of each IEP goal will be reviewed by special education teachers at least once a month. Additional collaboration with general education teachers, AEA team representatives, or school administrators will be provided.
   - The review process will determine if student progress is adequate and if changes to interventions or services are needed to improve student outcomes.
   - Special education teachers and administrators will review IEPs, ensuring that any non-compliance issues are addressed.
2. **School Level:**
   - Each school will review student progress at least once each semester.
   - Teachers, including general and special education teachers, will discuss subgroup performance and plan interventions to address achievement gaps.
3. **District Level:**
   - The district leadership will annually review IEP subgroup data and school performance.
   - Annual meetings will be held for special education programs to discuss progress.
   - District administrators will analyze the School Performance Profile to ensure progress aligns with State and National expectations, adjusting action plans for special education services as needed.

Additional Measures:
The leaders of the Iowa Falls and Alden districts, in collaboration with AEA special education support, are committed to preventing, detecting, and correcting compliance concerns. General Supervision responsibilities will be met, in part, through ACHIEVE Reports, observation data, professional learning opportunities, IEP reviews, and coaching.