



**ANKENY**  
COMMUNITY SCHOOL DISTRICT

# Special Education

## District Developed Service Delivery Plan

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Heartland AEA Approval - July 1, 2021  
School Board Approval - August 3, 2021



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## Introduction

Ankeny Community Schools is unified in its commitment, passion, and vision, so every learner is prepared to achieve a lifetime of personal success. This most certainly includes our students with identified disabilities. It is our obligation to provide entitled students Specially Designed Instruction (SDI) as outlined in their Individualized Education Plan (IEP). A learner eligible for special education services in Iowa is entitled to SDI at no cost to the family, to meet their 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 their unique needs that result from a disability and to ensure access to the general curriculum, so that they can meet the educational standards that apply to all children (IAC 41.39). The 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 (CFR.300.1; IAC 41.1).

The Iowa Administrative Rules of Special Education require each school district to develop a plan for the delivery of special education services. The content requirements of the District Developed Plans will be met through a set of five questions and a series of assurances.



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

The delivery system was developed in accordance with Iowa Administrative Code rule 41.408(2)“c”. The groups of individuals who developed the system included parents of eligible individuals, special education teachers, general education teachers, administrators, and at least one representative of Heartland AEA.

Ankeny’s Special Education Service Delivery Plan will go to the Ankeny School Board in the summer of 2021. After Board approval, it will be shared with District personnel through ongoing professional learning opportunities as well as the public via the school website.

#### Committee Process

A District committee that included general education teachers, special education teachers, parents, and administrators was formed to review and update the District Developed Special Education Service Delivery Plan. The committee met regularly and followed the schedule listed below.

1. Welcome and Foundational Understanding - December 9, 2020
2. Data Review - January 13 & 27, 2021
3. Caseload Determination - February 10 & 24, 2021
4. Resolution of Caseload Concerns - March 10, 2021
5. Provision of Services - March 24, 2021 & April 14, 2021
6. State Performance Plan Evaluation - April 14 & 28, 2021
7. Draft Revision and Loose Ends - May 12, 2021
8. Open for Public Comment - May 19 - June 7, 2021
9. Review and Revision from Public Comment - June 9, 2021
  - o *Members of the committee reviewed public comments on June 9, 2021. The committee determined that the feedback provided was valuable, but not directly associated with the required questions in the plan. As a result, there were no revisions to the plan.*
10. Submit to AEA Director of Special Education for Review and Approval - June 14, 2021
  - o *Received verification and approval via email from Kristi Upah - Chief Student Services Office at Heartland AEA - July 2, 2021*
11. Presentation to the Board - July 20, 2021

#### Committee Representation

##### Parents

Mary McClure - Middle School	Liz Price - Middle School	Carolyn Darnielle - Secondary
Tammy Sass - Secondary	Samantha Wholf - Elementary	

##### Special Education Teachers

Erin Roche - Preschool	Tania Fried - Elementary	Chrystal Opperman - Elementary
Brooke Tatz - Middle School	Amela Hunter - Middle School	Katie Despotovich - Middle School
Taya Donovan - High School	Ben Pressley - High School	Tess Johnson - Instructional Coach
Sara Fender - Instructional Coach	Kari Conley - Instructional Coach	Cortney Hyland - Instructional Coach

##### General Education Teachers



Madison Oda - Elementary  
Molly Norton - Middle School

Jeremy Lapka - Middle School  
Andrew Bouska - High School

Joni Klemesrud - Middle School  
Drew Cumings-Petersen - High School

**Administration**

Nancy Lehman - Director of Special Programs  
Amy Ditmar - Director of Elementary Education  
Al Nepl - Director of Professional Learning  
Keri Steele - Regional Director AEA  
Joel Martin - Elementary Administrator

Jen Lindaman - Chief Academic Officer  
Bev Kuehn - Director of Secondary Education  
Karla Jones - Regional Director AEA  
Amy Kolln - Preschool Administrator  
Nikki Heidemann - Secondary Administrator

**Question #2a: How will services be organized and provided to eligible individuals ages 3-5?**

The Ankeny Community School District will adhere to the federal data regarding definitions of settings for preschools.

- Regular Early Childhood Program: Less than 50 percent children with disabilities
- Early Childhood Special Education Program (ECSE): More than 50 percent children with disabilities

The Ankeny Community School District will provide access to the continuum of services for all eligible individuals based upon their Individual Education Program (IEP). Services may be provided within the district or through contractual agreement with other districts and/or agencies (i.e. early childhood programs in the community). The Ankeny Community School District will examine preschool services annually to determine the availability of regular early childhood programs within the district. The Early Childhood continuum is listed below:

**Core Instruction with Consultative Teacher Services**

Option 1: Regular Early Childhood Program

Licensure:

- General Education Teacher - PreKindergarten
- Special Education Teacher - Early Childhood Special Education

Teacher Responsibilities:

- General Education Teacher - Classroom instruction and implementation of adaptations and accommodations as specified in the IEP
- Special Education Teacher - Monitors the implementation of services described in each IEP and monitors student progress relative to goals in the IEP

Student Population:

- Less than 50 percent of the children entitled to special education

Option 2: Regular Early Childhood Program taught by a Teacher with Dual Licensure

Licensure:

- Dual Licensure: General Education Teacher with PreKindergarten and Early Childhood Special Education

Teacher Responsibilities:

- Provides general education and special education instruction



Student Population:

- Less than 50 percent of the children entitled to special education

### **Embedded Instruction**

Regular Early Childhood Program

Licensure:

- General Education Teacher - PreKindergarten or Dual Licensure
- Special Education Teacher - Early Childhood Special Education

Teacher Responsibilities:

- Classroom instruction is co-planned to allow for seamless integration and support
- Special Education Teacher - monitors the implementation of services described in each IEP

Student Population:

- Less than 50 percent of the children entitled to special education

### **Supplemental or Supplanted Instruction**

Early Childhood Special Education Program

Licensure:

- Special Education Teacher - Early Childhood Special Education Teacher

Teacher Responsibilities:

- Provides classroom instruction and accommodates or modifies the general education curriculum to meet the needs of the students

Student Population:

- More than 50 percent of the children entitled to special education

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## **Question #2b: How will services be organized and provided to eligible individuals in Kindergarten through age 21?**

**Core Instruction with Consultative Teaching Services:** Core instruction is the District's guaranteed and viable curriculum. Specially Designed Instruction (SDI) can be provided in the general education setting when student skill is close to grade level.

The purpose of instruction is to address specific skill deficits, close to grade level, that can be taught through the delivery of differentiated core instruction. Intensity of instruction is minimal and can be provided in the general education setting by the general education teacher. Indirect services would be provided by the certified special education teacher to a general education teacher through planned and purposeful collaboration.

**Embedded/Co-taught Instruction:** Embedded/Co-taught instruction is specially designed instruction provided in the general education setting that enhances core instruction in a way that is specific to student needs, as defined in the IEP.

The purpose of instruction is to address specific skill deficits, close to grade level, that can seamlessly be embedded within the core instructional environment. Intensity of instruction is minimal and can be provided in a general education setting where a general education teacher and special education teacher collaborate to plan and deliver core instruction, as well as SDI for identified students.



**Supplemental Instruction:** Supplemental instruction is specially designed instruction provided in the special education setting that takes place in addition to core instruction.

The purpose of instruction is to backfill skills and focus on unfinished learning of previous grade level standards that may not be covered in core and/or require more intensity of instruction that can realistically be provided in a co-taught setting. Supplemental instruction does not replace core instruction provided in the general education setting.

**Supplanted Instruction:** Supplanted instruction is specially designed instruction that modifies a student's core experience and essentially redefines, or supplants, the student's core standards. Instruction occurs in a special education setting. Alternate standards and modified curriculum supplants core instruction. Supplanted instruction should only be considered when requirements of a Free and Appropriate Public Education (FAPE) cannot be provided in the general education environment.

The purpose of instruction is to teach specific skills either modified from district grade-level standards or identified by the Iowa Core Essential Elements. The IEP team should consider the student's vision, including living, learning, working, when prioritizing the standards and skills that will be addressed.

**Services for eligible students post graduation (4+ Transition Services):** Transition 4+ services are part of the student's secondary schooling and are included in the Individualized Education Program (IEP). Specifically, the purpose of 4+ services is to fulfill unmet transition needs resulting from the student's disability as identified in the student's IEP. These services are those provided through a district's continuum of services to address any gaps between instruction designed for the student to meet the district's secondary general education requirements and the completion of a FAPE.

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### **Question #3: How will caseloads of special education teachers be determined and regularly monitored?**

A caseload represents the number of students with Individual Education Plans (IEPs) for whom a teacher serves as the case manager and is responsible for writing the implementation of the IEP. Measure of a caseload is critical in order to ensure that teacher caseloads do not become unmanageable and compromise the provision of services prescribed in the student IEPs.

Caseloads will tentatively be determined in the spring for the following school year. Caseloads may be modified based on summer registration and actual fall enrollments. In addition, caseloads will be reviewed by individual special education teachers with their building principals and/or the District Special Education Director during the following timeframes:

- Between September 1st - 15th
- Between December 1st - 15th
- Between April 1st - 15th

A teacher may be assigned a caseload within a range of 35-55 total points. This caseload limit may be exceeded by 10% for a period of time not to exceed nine weeks, if doing so does not prevent the affected teacher's ability to provide the services and supports specified in the student's IEPs.



In determining teacher caseloads, the Ankeny Community School District will use the following values to assign points to the services of each eligible individual receiving a specially designed instructional program in the District. Caseloads will be managed electronically and can be updated by teachers as a result of roster changes, schedule changes, and/or new and exiting students.

<p><b>1. How many IEP students are on your roster?</b>  <b>**For preschool only**</b> How many general education students are on your roster?</p>	<p>x 1.0  x .25</p>
<p><b>2. Identify the number of students provided instruction in each category below.</b>  Minutes should be taken from the IEP services page. Indicate direct instruction minutes from this teacher only, including specially designed instruction in a co-taught setting.</p> <ul style="list-style-type: none"> <li>a. Up to 1/2 hour per day SDI</li> <li>b. More than 1/2 hour and up to one hour per day SDI</li> <li>c. More than one and up to two hours per day of SDI</li> <li>d. More than two and up to three hours per day of SDI</li> <li>e. More than three hours per day of SDI</li> </ul>	<p>x .75  x 1.0  x 1.25  x 1.5  x 1.75</p>
<p><b>3. How many students are on a Behavior Intervention Plan on your roster?</b></p> <ul style="list-style-type: none"> <li>a. BIP includes a safety plan that includes all or most of the following: CPI de-escalation, physical aggression, Chapter 103 reports, self injurious behavior, elopement, and frequent data analysis</li> <li>b. All other BIP's</li> </ul> <p>List Students:</p>	<p>x 1.5  x .5</p>
<p><b>4. How many associates do you manage in order to provide support services to your roster students?</b></p> <ul style="list-style-type: none"> <li>a. Sole management of the associate</li> <li>b. Shared management of the associate</li> </ul> <p>List Students:</p>	<p>x .75  x .25</p>
<p><b>5. How many students do you administer the following assessments for?</b></p> <ul style="list-style-type: none"> <li>a. Iowa Alternate Assessment-Dynamic Learning Maps (DLM)</li> <li>b. Early Literacy Alternate Assessment (ELAA)</li> <li>c. Gold Assessment (preschool entitled students only)</li> </ul> <p>List Students:</p>	<p>x .5  x .5  x .5</p>
<p><b>6. How many students on your roster have support services including speech, OT, PT, assistive tech, hearing itinerant, vision itinerant, and health/behavioral Medicaid billable services?</b></p> <ul style="list-style-type: none"> <li>a. Up to two of the listed support services</li> <li>b. Three or more of the listed support services</li> </ul> <p>List Students:</p>	<p>x .25  x .5</p>
<p><b>7. How many grade levels of students are represented on your roster?</b>  List grade levels:</p>	<p>x .5</p>





## **Question #4 What procedures will a special education teacher use to resolve caseload concerns?**

The following procedures are to be used to resolve concerns about special education caseloads.

### **1. Teacher/Principal Informal Meeting**

The teacher shall request a meeting via email that shall be granted with the building principal to discuss caseload. The principal will schedule this meeting within five (5) working days. The teacher requesting the meeting is responsible for gathering relevant information to present at this informal meeting. Information might include, but is not limited to: an updated caseload, Individual Education Plans (IEPs), daily schedule, instructional groupings, etc. The meeting will be solution focused and use the information presented to work towards a resolution. The principal will keep a record of the meeting date, teacher name, concerns, and possible revisions to caseload. The principal will follow up with the teacher and touch base on the effectiveness of the resolution within a reasonable timeframe.

If an acceptable resolution is reached, the process ends. The process can be reset if necessary. If there is not an acceptable resolution, a formal written request of concern can be submitted.

### **2. Formal Written Request of Concern**

If the teacher feels further consideration is warranted, written notice of the concern will be submitted to the building principal within five (5) working days following the informal meeting. The written notice should express the specific caseload concern and a suggested or preferred resolution to the concern.

### **3. Committee Review**

The building principal will convene a review committee within ten (10) working days to listen to the concerns from the referring teacher and to problem solve. The committee will consist of the referring teacher, the building principal, a special education colleague within the building, a Heartland AEA staff member, and others as needed. All teacher information, along with any additional information provided by the building principal or Director of Special Programs will be shared with the committee at least one (1) day prior to the meeting.

During the meeting, the review committee will consider the available resources and scheduling possibilities. Corrective actions considered may include: realigning student rosters, reviewing associate assignments, reorganizing teacher resources, or prioritizing collaboration efforts to improve the delivery of special education services to all special education students.

Within five (5) working days after the meeting, the principal will submit a written response of resolution to the teacher and the review committee. A copy will also be given to the Director of Special Programs.



#### 4. Formal Written Appeal

If dissatisfied with the response from the committee review, the teacher has five (5) working days after receiving the written response to submit a written appeal to the Director of Special Programs. The written appeal should clearly state the concern, the proposed resolution(s) suggested by the review committee and all of the additional information that was gathered prior to the review committee meeting.

Within ten (10) working days after receiving the appeal, the Director of Special Programs shall convene a meeting with the teacher and principal to discuss the concern. The Director of Special Programs shall then submit a written response and resolution to the teacher, as well as provide a copy to the principal and Chief Academic Officer. This will be completed within five (5) working days.

#### 5. Additional Formal Written Appeal

If dissatisfied with the response from the Director of Special Programs, the teacher may provide a written appeal to the Chief Academic Officer. This written appeal should occur within five (5) working days of receiving the response from the Director of Special Programs. The Chief Academic Officer will make the final decision within five (5) working days. A written response shall be provided for all parties involved.

Note: An AEA may grant an adjusted caseload status for “good cause shown.” 41.408(2)g. A showing of good cause is highly dependent on the facts and circumstances surrounding the request and a determination of “good cause” is within the sound discretion of the AEA Special Education Director. As a general rule, “good cause” will not be satisfied by a District’s unsupported request for an adjustment to its caseload, and will typically require demonstration that the District considered other alternatives before seeking an adjustment.

As with all special education questions, the primary concern should be the District’s ability to provide FAPE in the LRE to the eligible individuals it serves. As a part of the process for resolving caseload concerns, one consideration may be the possible addition of program associate support within a building. The consideration of a program associate will be on a case-by-case basis and final determination will be made by the Director of Student Services.

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### **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 the identified needs 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?**

The Ankeny Community School District will examine their State Performance Plan (SPP) and Annual Progress Report (APR) data to determine priorities and develop an action plan. The District will work in collaboration with the state and AEA. If the District meets the State Performance Plan(SPP) and Annual Progress Report (APR) requirements, the delivery system will be considered effective. If the Ankeny Community School District does not meet requirements, the District will develop an action plan.



The ways of evaluating the effectiveness of the delivery system are detailed below in these examples:

- **Individual:** Individual student progress on IEP goals will be reviewed and discussed on a regular and on-going basis by the special education and general education teacher(s) along with the AEA consultant/specialist and school administrator 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 through Multi-Tiered System of Supports (MTSS) or special education should be considered. (Note: Changes in goals, proficiency criteria, or least restrictive environment 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 data at grading/reporting periods. The performance of students with IEPs will be reviewed and discussed by teams, which include general education teachers, special education teachers, and administrators. Gaps in achievement, growth, and educational opportunities will be included as items for discussion and planning.
  - **District-Disaggregated by School Levels:** At the District level, data for each school, along with the plans as described above, will be reviewed on an annual basis by the District's leadership team. Data for students with IEPs will also be disaggregated and examined by school level (elementary, middle, high).
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### 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 individuals aged 3 through 5 receive specially designed instruction, including modifications and adaptation of curriculum, instructional techniques, strategies and instructional materials.
  2. The provisions of specially designed instruction and related activities through cooperative efforts of the special education teachers and the 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 education classroom or in an environment other than the general education classroom, including consultation with general education teachers.
  4. The provision of specially designed instruction to eligible students 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.



- 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.