

Eagle Grove Community School
District Service Developed Delivery Plan
Board Approved: July 13, 2026

**Eagle Grove Community School District
Developed District Special Education Services Delivery Plan
Public Comment Draft**

The Iowa Administrative Rules for Special Education requires each school district to develop a plan for the delivery of special education services. Districts must make the plan available for public comment. Copies of the plan are available in each school office and on the Eagle Grove Community School website.

What process was used to develop the delivery system for eligible people?

The delivery system was developed in accordance with Iowa Administrative Code article 41.408 (2) "c". The group of people who have developed the system includes the parents of the eligible persons, special education teachers, general education teachers, administrators and a representative of the AEA.

Members Development Committee:

Jess Toliver: Superintendent
Radney Roosa: 9-12 Principal
Joshua Schild: 5-8 Principal
Karissa Everson: 2-4 Principal
McKristie Willard: Preschool - 1 Principal
Kat Alesch - HS Special Education
Caleb Olson - HS General/Physical Education
Jackie Ettinger - HS Special Education
Clarissa Welsh - MS Special Education
Christine Mathews - MS Special Education
Kate Thilges - MS Special Education
Andrea Smock - MS Special Education
Amy Ascherl - MS Physical Education
Angela Anderson - ES Special Education
Emily Anderson - ES Special Education
Laura Trunnell - ES Special Education
Lillie Dodge - ES Special Education
Megan Northway - ES Special Education
Ashley Price - ES Special Education
Valerie Jergens: AEA

The communication to the interested parties:

The public was informed of the DDSDP public comment period through the school website, newspaper coverage, area business announcements. After the adoption of the plan, it was placed on the district's website and parents were notified through the district's website and the building level parent notices. All school personnel and administration were notified of the plan during in-service.

How will the service be organized and provided to eligible individuals?

General Education with consultation: The student is served in the general education classroom without adaptations or modifications in the curriculum, instruction, test or evaluation. The service provider is responsible for consulting with the general education teacher and monitoring the student's progress in accordance with the IEP.

General education with consultation / accommodation: The student is served in the general education classroom with the consultation and support of the special education teacher. The general education teacher is responsible for direct instruction, verification, classification and behavior management as specified in the IEP. The support of special education teachers may include the assistance of the general education teacher with the design and preparation of materials, adaptations and accommodations. The service provider is responsible for monitoring the student's progress in the goals of the IEP. Add: in the event of a trial out period...special education teacher.

General Education with the support of direct special education in the general education classroom: The student receives special education support for the general education curriculum in the general education setting. The special education teacher, the support service provider, or trained paraprofessional will be in the general education classroom to provide direct instruction, instructional support, or other assistance to the student or group of students, through models such as collaborative teaching or co-teaching. The special education / service teacher provider is responsible for monitoring the student's progress on the IEP goals.

General Education with the support of direct special education outside the general education classroom: The student receives special education support for the general education curriculum outside the general education setting. When services can not be adequately provided in the general education setting, the student may receive the selected services or all of the services he / she needs in an independent educational setting (including, but not limited to, special classes, special schools) , instruction in the home and instruction in hospitals and institutions). The special education / service teacher provider is responsible for monitoring the student's progress on the goals of the IEP.

Early Childhood

Regular Early Education Program: The child is served in the regular early childhood classroom (less than 50 % of students with disabilities) with a teacher who holds a valid practitioner's license issued by the Examining Board of Education. The teacher is responsible for the direct instruction, preparation of materials, accommodations and accommodations specified in the Individual Education Plan (IEP). The teacher with the double endorsement is responsible for the implementation and monitoring of the child's progress in accordance with the IEP.

Regular Early Education Program monitored by a Licensed Early Childhood Special Education Personnel: The child is served in the classroom of regular early childhood (less than 50% of students with disabilities) by a teacher who holds a valid practitioner's license. The general education teacher is responsible for classroom instruction and the application of accommodations and adaptations specified in the IEP. Authorized early childhood special education staff is responsible for overseeing the implementation of services, as described in each IEP and monitoring the student's progress toward goals in the IEP.

Early Childhood Special Education Program: The child is served in a special education program (more than 50% of children with disabilities) by a special education teacher of licensed young children. The curriculum is linked to the general education curriculum, but has been modified to meet the needs of the students and classroom instruction is provided by the special education teacher in early childhood.

Definitions:

Consulting: In the consultation model , the content endorsed teacher always provides the content instruction. The Special Education teacher supports the general education teacher in adapting the learning environment to meet the student's needs in an IEP and can provide the strategy and skills of acquisition or pre-teaching or re-teaching of content outside the general education classroom.

Co-teaching: In co-teaching, the approved content endorsed teacher and the special education teacher are physically present in a classroom where instructional responsibilities are shared equally, including the design of instructional strategies, evaluations, and delivery of instruction. Specific roles and responsibilities in the classroom can change depending on the needs of the students.

Collaboration: Collaborative services are defined as directing specially designed instruction provided to an individual student with a disability, or a group of students with disabilities, by a teacher certified in special education, in a general education classroom to assist the student (s) in accessing the general education curriculum.

Notes:

Students may receive different services at multiple points throughout the IEP-based continuum.

The district will provide access to this continuum for all eligible persons based on their IEP. Services may be provided within the district, or through a contractual agreement with other districts and / or agencies.

How will cases of special education teachers be determined and monitored periodically?

The number of cases will be provisionally established in the spring for the following year. The number of cases can be modified based on the summer registration and the actual registrations of the fall. During the school year, after each annual IEP meeting, the special education teacher and area education agency (AEA) Building Representative will review student services and update the teacher's list accordingly. The number of cases will be reviewed at least two times during the school year by the individual district's special education teachers, with their principal of the school. To determine the number of cases that a special education teacher may have, the Eagle Grove Community School district will use the following values to assign points to the case load of each teacher in the district.

1 Point: Each IEP for which the teacher is responsible for writing the IEP, IEP meetings, progress monitoring and notification to parents.

1 point: Each student who:

- receives accommodations / modifications limited to the general curriculum
- has 1-2 IEP goals
- receives specially designed instruction for 25% or less of the day - needs behavioral / study skills support limited

2 Points: Each student who:

- receives modifications to the core curriculum
- has 3-4 IEP goals- receives specially designed instruction for 26-75% of the day
- requires individualized assistance technology
- needs support skills / behavior additional study

3.5 Points: Each student who:

- receives significant adaptation to the curriculum / alternative grade level standards and / or alternative assessment
- has 4 or more IEP goals - receives specially designed instruction for more than 75% of the day
- uses extensive assistive technology
- needs broad behavioral support

1 point: For each of the following:

- each class that you co-teaching: You define how teachers share the responsibility for instruction and accountability for a single group of students for whom both have equality in ownership
- each response to intervention (RTI) the class you teach: It is defined as having responsibility and accountability for a single group of students for whom it has full ownership.

A teacher may have assigned a number of cases with no more than 30 total points. When a specified number of cases is exceeded, or when a teacher has a concern about his / her ability to effectively perform the essential functions of his / her job, the teacher may request a review of the number of cases.

Preschool Program Standards:

The Eagle Grove CSD will provide a full continuum of placements for the provision of educational services for eligible preschool children, while respecting the performance standards of an Iowa quality preschool.

The regular early childhood program and the special education program for young children will meet the criteria of the standard preschool program that is implementing the maximum size of classes and relationships between teachers and children, currently 1 adult for every 10 children of 4 years of age and 1 adult for every 8 children for 3 years . If there is even 1 child of three years of age served in a classroom for children of 4 years, the ratio will be 1 adult to 8 children.

What procedure will a special education teacher use to solve caseload concerns?

Cases will be reviewed at least two times a year by the Local Education Agency (LEA) of individual special education teachers, ~~with their school principal and the AEA representative~~ as follows:

1. At the beginning of the school year
2. By May 15, plan for the next school year.

In addition to scheduled revisions, the number of cases will also be reviewed when students are moving in or out of the building, a specified number of cases is exceeded, or when a teacher has a concern about his or her ability to effectively perform the essential functions of the job due to the workload.

Requesting a Caseload Review

- All requests must be made in writing
- Applications must initially be given to the individual's principal
- A committee consisting of a special education teacher, ~~a general education teacher~~, special education lead, building principal, and an additional district principal ~~and a representative of the AEA~~ will serve as a review team.
- The person requesting the review is responsible for gathering relevant

information to support the request. This information may include, but is not limited to:

- IEP
- Daily Schedule and Educational groupings
- Collaboration / co-teaching assignments
- Number of buildings

Procedural Steps

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.
3. The request is reviewed to clarify with your principal. The principal tries to resolve the concern at this time.
4. If the caseload concern can not be resolved satisfactorily and mutually between the requesting teacher and the school principal, the request is forwarded to the caseload committee.
5. Within 10 working days, the caseload committee will hold a joint meeting with the requesting teacher and the school principal to review the application. The committee will make a recommendation to the building principal.
6. Within 5 working days of the recommendation of the committee, the principal will review the information and discuss it with the requesting teacher.
7. Within 5 working days of verbal review with the requesting teacher, the principal will meet with the requesting teacher 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 Director of the AEA Special Education.
9. The AEA Director / designee will meet with the personnel involved and provide a written decision.

How will the delivery system for the eligible individuals meet the targets identified in the states 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?

Districts will have to assess the effectiveness of their delivery system to determine if it is leading to better outcomes for eligible individuals.

In order to meet the State Performance Data goals, accountability will be addressed in the following ways:

- individual student monitoring the IEP goal progress
- the aggregation of progress tracking and summative assessments for student groups both in the school and in the district
- Review of the achievements of disaggregated subgroups

The ways to assess the effectiveness of the supply system are detailed below in these examples:

Individual

The individual progress of the student over the goals of the IEP will be reviewed and discussed monthly by the special education and the 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 adjustments to instruction are necessary, or if other specific or intensive interventions are indicated through RTI or special education. (Note: Changes in objectives, competency criteria, or LRE (Least Restrictive Environment) must occur through an IEP team meeting.)

School

Each school in the district will review monitoring of student progress, curricular assessments formative and summative and end of grading period progress. Review of the summative assessment data of the district wide will be conducted when data is obtained from each assessment of the entire district. The IEP subgroup performance in reading and math will be reviewed and discussed by grade level teams that include both general and special education teachers. Achievement of subgroups, growth and the performance gap will be included as topics for discussion and planning. For schools with a gap in the performance of subgroups, a school-based plan will be developed to close the achievement gap by grade level at each school. These plans will be followed up at the school each semester and at the district level, at the end of each school year. In the event that this process creates a need to review the DDSDP, the district will continue the process of reviewing and re-adopting the DDSDP.

District:

At the district level, the IEP subgroup data for each school, along with plans such as those described above, will be reviewed once a year by the district leadership team. Data from IEP students will also be disaggregated and examined by grade level (elementary, middle, high school). In addition, the district will review data to determine priorities and develop an action plan, as necessary. If the district meets the requirements, both procedural and performance, the delivery system will be considered effective. If the district does not meet the requirements, the district will work collaboratively with the State and AEA.

District Developed Special Education Service Delivery Plan Assurances

The district assures that it provides a system for the delivery of instructional services, including a range of services and locations to meet the needs of eligible persons from 3 years to 21 years and shall provide for following:

1) The provision of adaptations and modifications in the general education setting and program, including the settings and programs in which eligible persons ages 3 to 5 receive specially designed special instruction, including modification and adaptation of the plan of studies, teaching 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 in a limited manner by a special education teacher in the general classroom or in an environment other than the classroom in general, including consultation with the general education teachers.

4) The provision of specially designed instruction for eligible persons with similar needs for special education instruction organized according to the type of curriculum and instruction to be provided, and the seriousness of the educational needs of the people eligible to serve.

➤ The district assures that prior to the approval of the school board, this delivery system was available for comments from the general public.

➤ The district assures that the delivery system plan was developed by a committee that includes the parents of the eligible persons, special education teachers, general education teachers, administrators, and at least one representative of the AEA (selected by the Director of Special Education AEA).

➤ The district assures the AEA Director of Special Education verified the delivery system is in compliance with the Iowa Administrative Rules of Special Education. The delivery system is in compliance with the Iowa Administrative Rules of Special Education.

➤ The district assures the school board has approved the provision of services plan for its implementation.