

Newell-Fonda District Developed Plan

The following steps were used in the development of the Newell-Fonda District Developed Service Delivery Plan.

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 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 early if required by determination given by the state

Committee Members - Appointed April 2025

Dick Jungers - Superintendent

Christopher Feldhans - Secondary Principal

Arick Loew - Special Education Teacher

Keisha Boevers - General Education Teacher

Jennifer Sammons - AEA Regional Administrator

Trista Burke - Parent

April 2025 - Appointed Committee members.

4/29/2025 - Committee met and discussed, revised, and updated the plan.

- Open for public comment. Draft shared for review and public comment.
- Draft submitted to PLAEA Director of Special Education for approval.
- Public comment closed.
- Final copy provided to school board for approval.

Board approved

District Developed Special Education Service Delivery Plan

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.

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.

“The Newell-Fonda 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.

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 the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and nondisabled students. The special education teacher provides these services and general education teacher in partnership to meet the content and skills needs of students in the general education classroom. These services take shape in a variety of manners. For example, 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. Pullout 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 Pullout 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.

Board approved

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. Newell-Fonda preschool adheres to the Iowa Quality Preschool Programming Standards (QPPS).

Regular Early Childhood Program with Teacher holding Dual

Endorsements (i.e. Ed 100) 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

1. How many students are on your roster? _____ x 1 _____
2. List the number of students in each category below:
 - a. Up to two hours per day of Specially Designed Instruction:
direct instruction _____ x 1 _____
 - b. Between two and five hours per day of Specially Designed Instruction:
direct instruction _____ x 1.25 _____
 - c. More than five hours per day of Specially Designed Instruction:
direct instruction _____ x 1.50 _____
3. How many three year old preschool students with an IEP are on your roster?
Attend half-day _____ x .25
Attend full-day _____ x .50 _____
4. How many students on your roster will include a transition plan? (13 or older)
_____ x .25 _____
5. How many seniors require transition planning this year _____ x .25 _____
6. Will any students you supervise require work experience off school grounds?
_____ x 1 _____
7. How many students on your roster will you place and supervise in a
work experience? _____ x .25 _____
8. With how many teachers do you co-teach (collaboarate, plan lessons, work with
students, etc.) ? _____ x 1 _____
9. How many students have a Behavior Intervention Plan? _____ x 1 _____
10. With how many associates do you collaborate and plan with? _____ x 1 _____
11. How many students are assessed using Iowa Alternate Assessment?
_____ x 1 _____
12. How many students do you serve off-site (e.g., hospitalized,
homebound, in general education preschools) _____ x 1 _____

Total _____

Board approved

Caseload Determination

Caseloads will be tentatively set in the spring for the following year. Caseloads may be modified based on summer registration and actual fall enrollments. 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.

A “full” teacher caseload will be considered to be 40 total points. If a teacher’s caseload exceeds this number, the teacher and principal will meet to discuss whether the teacher is able to provide the services and supports specified in his or her students’ IEP’s. 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’ IEP’s, 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’ IEP’s the teacher may initiate the process for resolving caseload concerns that is described in this plan.

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

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

1 point: Each student provided up to two hours per day of direct instruction by the teacher.

1.25 points: Each student provided between two and five hours per day of direct instruction by the teacher.

1.5 points: Each student provided more than five hours per day of direct instruction by the teacher.

0.25 points: Each student who has a transition components on his/her IEP (13 and older).

0.25 points: Each senior who requires transition planning for post-secondary.

1 point: Each student for whom the teacher supervises work experience off school grounds.

0.25 points: Each student who requires work experience placement.

1 point: Each class with whom the special education teacher co-teaches.

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1 point: Each student who has a behavior intervention plan (BIP).

1 point: Each associate with whom the special education teacher collaborates.

1 point: Each student who is assessed using Iowa Alternate Assessment.

1 point: Each student served off-site (e.g., hospital, homebound, general education preschool, etc.).

*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

Individual LEA special education teachers with their building principal will review caseloads at least twice per year. In addition to scheduled reviews, caseload will also be reviewed under the following circumstances:

- When a specified caseload is exceeded.
- If the caseload limit is or will be exceeded by 10% 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:
 - IEP's
 - Schedule and instructional groupings
 - Collaborative/co-teaching assignments
 - Number of buildings

Board approved

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 Superintendent and local AEA representative.
5. Within 15 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 written decision.

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

"The Newell-Fonda 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."

Plan 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.

Board approved

Notifying Public of a Plan for Review: The district will need to notify the public that the District Developed Plan is available for review. Methods of notification might include: • The Buena Vista County Journal • District website • School newsletters

Public Viewing of the Plan: The district will need to consider where the District Developed Plan will be available for public viewing. Locations for the plan might include:

- Administration offices
- District website

Timeline for Public Comment: Reasonable time should 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: Districts will be required to input their approved District Developed Service Delivery Plan into their Comprehensive School Improvement Plan (CSIP).

Review of the plan:

Administrators: Dick Jungers and Christopher Feldhans

Special Education Teacher: Arick Loew

Gen Ed. Teacher: Keisha Boevers

AEA Representative: Jennifer Sammons

Parent: Trista Burke

Plan was reviewed on 4/29/2025

Administrative code link:

<https://educateiowa.gov/pk-12/special-education/administrative-rules-special-education>

Board approved