



Stanton Community Schools

District Developed Service Delivery Plan

The Iowa Administration 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:

Katie Elwood, Special Education Director: 712-829-2162 or 712-829-2171

Plan

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

The 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 Green Hills Area Education Agency.

Committee Members:

David Gute, Superintendent

Katie Elwood, K-12 Principal

Jerry Hartman, Assistant Principal

Lance Ridgely, Shared Special Education Consultant

Sarah Martin, Green Hills AEA

Morgan Peterson, Elementary Special Education Teacher

Lacey Stephens, Secondary Special Education Teacher

Carla Erickson, General Education Teacher

Amanda Fleming, General Education Teacher

Sarah Culver, Parent

Amanda Ward, Parent

Timeline/Meeting Dates

December 8, 2025 - The committee met in the STEM room to review the plan.

January 5, 2026 - The committee met in the STEM room to review and make final revisions to the plan.

January 6, 2026 - The plan will be made available for public comment through January 11, 2026.

January 12, 2026 - The plan will be submitted to the AEA Special Education Director.

January 14, 2026 - Stanton Community School Board approves the plan prior to adoption.

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

Early Childhood Special Education

Early Childhood Special Education students are currently tuitioned out to neighboring districts. If in the future the district has a teacher with an early childhood special education endorsement, we would proceed with the following plan:

Regular Early Childhood Program with the teacher holding an early childhood endorsement. The student is served in the regular early childhood classroom with a teacher who holds a valid practitioner's license issued by the Board of Educational Examiners that includes early childhood education and early childhood special education. The teacher is responsible for direct instruction, preparation of materials, adaptations, and accommodations as specified in the IEP. The teacher with the dual endorsement is responsible for implementing and monitoring the child's progress according to the IEP. The Early Childhood Program will follow the Iowa Quality Preschool Program Standards (IQPPS).

K-12 Special Education:

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. 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. 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. The effectiveness of services provided through co-teaching has a strong research base.

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.

Remote Learning

The student receives special education support for the general education curriculum outside the general education setting. When services cannot be appropriately provided due to the student entering remote learning, services will be provided by the special education teacher or service provider according to the IEP Contingency Plan.

Notes:

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

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.

The continuum includes services for eligible individuals ages 3-21

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

Caseloads will be tentatively set in the spring for the following year. Caseloads may be modified based on summer registration and actual fall enrollment. In determining caseloads, a typical range will be between 30-40 points. A teacher may be assigned a caseload of no more than 40 total points. A teacher may be 10% over the caseload for no longer than a period of 8 weeks while the district makes adjustments to their caseload. This could include the district working with the staff member to compensate for additional time needed to meet the needs of students. Caseloads may be reviewed during the school year by individual district special education teachers with their building principal. In determining special education teacher caseloads, Stanton Community School District will use the following values to assign points to the caseloads of each teacher in the district. A reduction of 1/8 of the total points will be applied to each general education class taught by the special education teacher.

1. How many IEP students are on your roster? (x1) _____
2. List the number of students in each category below:
 - a. Up to 2 hours per day of direct instruction (x 1) _____
 - b. Between two and five hours per day of direct instruction _____ (x 1.25) _____
 - c. More than five hours per day of direct instruction _____ (x 1.50) _____
3. How many roster students will have a 3-year reevaluation this year? _____ (x .25) _____
4. How many roster students will you be planning and supervising work experience for? _____ (x 1) _____
5. How many teachers do you co-teach with? _____ (x1) _____
6. How many roster students are dependent upon an adult for their physical needs? _____ (x 1) _____
7. How many students are on a Behavior Intervention Plan? _____ (x 1) _____
8. How many paraeducators do you collaborate with? _____ (x 1) _____
9. How many students do you serve off-site? _____ (x 1) _____
(e.g., hospitalized, home-bound, in general education preschools, etc)
10. How many students are using Iowa Alternate Assessment? _____ (x1) _____
11. How many students will have a transition IEP? _____ (x.25) _____

Total _____

What procedures will a special education teacher use to resolve caseload concerns?

A scheduled review of teacher caseloads will be conducted by the building principal as follows:

1. at the beginning of the school year;
2. by November 30; and
3. by April 1 to plan for the following school year.

Upon review, if there appears to be an overload, the teacher may request and the principal will arrange a Caseload Assistance Team (CAT) meeting. The CAT will consist of the special education teacher(s), a building administrator/special education director, and an AEA representative. The CAT will make recommendations as to whether there is a need for adjustments to a teacher's schedule or roster.

At any other time, a teacher may request a caseload review by submitting, in writing, the request to the building principal. The building principal must convene the CAT within 5 working days. A resolution and written decision must be made available to the teacher within 5 days after the CAT meeting.

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

The district will examine the State Performance Plan and the Annual Progress report to determine priorities and develop an action plan. If the district meets the State Performance Plan and the Annual Progress report 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 Area Education Agency to develop an action plan to promote progress toward these goals.

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 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.