

Dallas Center-Grimes



Special Education Service Delivery Plan

Developed Spring 2009

Updated 2011

Updated Spring 2016

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What process was 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 AEA.”

The Dallas Center-Grimes Board of Education approved the committee membership (January 2016) to review the Special Education Service Delivery Plan for Dallas Center-Grimes Community School.

Committee Membership:

Parent Representatives:

Elementary: Carrie Wills

Secondary: Randy Mikota, Julia Roegiers

Special Education Representatives:

Elementary: Teri Mayer, Chelsea Robinson

Secondary: Melinda Bryan, TJ Moore

General Education Representatives:

Elementary: Christin Grant, Molly Sorenson

Secondary: Laura Scott, Karene Rosenbury

Administrative Representatives:

Preschool: April Heitland

Elementary: Patty Morris

Secondary: Lori Phillips

District: Mitzi Chizek, Heather Nerem

Heartland AEA Representatives:

Misty Christensen

How will services be organized and provided to eligible individuals?

Continuum of Services

Core Plus (Consult, Co-teaching, Collaborative Services)

Consult: 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 or the Regular Early Childhood Program that align with the Iowa Quality Preschool Program Standards (QPPS.)

Co-Teaching: Co-teaching services are defined as the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and non-disabled students. These services are provided by the special education teacher and general education teacher in partnership to meet the content and skill 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 have 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, whether in the general education classroom or elsewhere.

Core + More

Core + More 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. Core + More services supplement the instruction provided in the general education classroom through Consulting Teacher services or Co-teaching/Collaborative services. The specially designed instruction provided in Core + More 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.

Notes:

- ☞ Students may receive different services at multiple points along the continuum based on the IEP.
- ☞ Students will be served in the least restrictive environment to best meet their individual needs. The district vision is for students to be in the general education setting to the greatest extent possible while meeting each students' individual needs.
- ☞ Associates may provide assistance at any level on the continuum with the understanding that the teacher (general education and/or special education) is ultimately responsible. Teacher and associate responsibilities are outlined in the ParaEducator Services Matrix.
- ☞ 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.
- ☞ Dallas Center-Grimes Community Schools will adhere to federal data reporting definitions of settings for the preschool service continuum and using the Iowa Quality Preschool Performance (QPPS).
 - ☞ Regular Early Childhood – Less than 50 percent children that compose the class have disabilities; and
 - ☞ Early Childhood Special Education – More than 50 percent children that compose the class have disabilities.
- ☞ The continuum includes services for eligible individuals ages 3-21.

How will 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 enrollments. Caseloads will be reviewed again at the end of the 1st semester by individual district special education teachers with their building principal and/or special education coordinator and may be reviewed at any time when caseloads change by request of the teacher, principal, or special education coordinator.

In determining special education teacher caseloads, the Dallas Center-Grimes Community School District will use the following values to assign points to the caseloads of each teacher in the district. A full time caseload will be considered by the following:

Pre K: The regular early childhood program and early childhood special education programs must meet the criteria of the Quality Preschool Program Standard being implemented (QPPS) regarding maximum class size and teacher-child ratios.

K-12: A teacher may be assigned a caseload within a range of 12-18 points. This caseload limit may be exceeded if doing so does not prevent the affected teacher's ability to provide the services and supports specified in the students' IEPs. If the caseload limit is or will be exceeded by 10% for a period of 9 weeks, then a review may be requested in writing.

K-12 Matrix:

The IEP of each student receiving district-provided special education services is assigned a score to determine the caseload using the following.

1. Planning and Preparation. Reference IEP Goal Pages & Page G.			Score: 0 1 2 3
<p>Zero Points</p> <p>Student is functioning in the general curriculum at a level similar to peers.</p>	<p>1 Point □ Student has goals in 1 or 2 goal areas (see guidance) that are the primary responsibility of district special education personnel.</p>	<p>2 Points □ Student has goals in 3 or more goal areas (see guidance) that are the primary responsibility of district special education personnel.</p>	<p>3 Points</p> <p>Curriculum that reflects the Iowa Core essential elements is required for meaningful instruction. Iowa's Alternate Assessments are used to measure progress in all areas (literacy, math & science).</p>
2. Specially Designed Instruction delivered by a licensed teacher. Reference IEP Page F.			Score: 0 2 4 6
<p>Zero Points</p> <p>No specially designed instruction delivered by a licensed teacher</p>	<p>2 Points</p> <p>Specially designed instruction regardless of setting that is delivered by a licensed teacher (see guidance) for 49% or less of the school day. Includes teaching, co-teaching, and collaborative instruction.</p>	<p>4 Points</p> <p>Specially designed instruction regardless of setting that is delivered by a licensed teacher (see guidance) for 50% to 74% of the school day. Includes teaching, co-teaching, and collaborative instruction.</p>	<p>6 Points</p> <p>Specially designed instruction regardless of setting that is delivered by a licensed teacher (see guidance) for 75% to 100% of the school day. Includes teaching, co-teaching, and collaborative instruction.</p>

3. Health, Physical or Behavioral Support (Most will be found coded PP). Reference IEP Page F.			Score: 0 1 2 3
Zero Points	1 Point	2 Points	3 Points
Student requires no health, physical or behavioral support	Health, physical, or behavioral support regardless of setting that is delivered by a paraprofessional for 49% or less of the school day.	Health, physical, or behavioral support regardless of setting that is delivered by a paraprofessional for 50% to 74% of the school day.	Health, physical, or behavioral support regardless of setting that is delivered by a paraprofessional for 75% to 100% of the school day.
4. Instructional Support (Most will be found coded TA). Reference IEP Page F.			Score: 0 1 2 3
Zero Points	1 Point	2 Points	3 Points
Student requires no instructional support	Special education instructional support regardless of setting that is delivered by a paraprofessional for 49% or less of the school day.	Special education instructional support regardless of setting that is delivered by a paraprofessional for 50% to 74% of the school day.	Special education instructional support regardless of setting that is delivered by a paraprofessional for 75% to 100% of the school day.
5. Support for School Personnel. Reference IEP Page F.			Score: 0 1

<p>Zero Points</p> <p>Noncommittal descriptions such as, “as needed” or “special education teacher is available to consult;” support is not described in the IEP; IEP states only that school personnel will be informed of their responsibilities (e.g., providing accommodations)</p>	<p>1 Point</p> <p>The IEP communicates a clear, ongoing commitment of support for school personnel (e.g., “special education teacher will meet 30 minutes per week with the paraprofessional and general education teachers,” “special education teacher and reading teacher will meet prior to the beginning of each new unit to plan,” etc.)</p>
<p>Sum the scores derived from the Weighted Matrix to determine a level of service:</p> <p>Level I: 0 - 5 points</p> <p>Level II: 6 - 9 points</p> <p>Level III: 10 or more points</p>	<p>Total Score:</p> <hr/> <p>Assigned Level:</p>

Guidance

Goal areas. A goal area is a broad area of functioning (e.g., reading, behavior, etc.). If a student has two math goals, one for calculation and one for problem solving, “math” is counted as one goal area; if a student has two behavior goals, one for reducing an unwanted behavior and one for building a replacement behavior, “behavior” is counted as one goal area.

Specially designed instruction. If specially designed instruction is delivered by a general education teacher, the requirements of “highly qualified special education teacher” apply and include:

- Students with IEPs receive their content instruction from a teacher endorsed in the content area (math teacher for math, etc.). The special education teacher serves as a consultant to the general education teacher in IEP goal attainment, specially designed instruction, accommodations, progress monitoring, remediation for the student, and so forth, and also provides strategy and skill instruction, pre-teaching, re-teaching, and/or remediation to the student in a separate setting when needed.

- General and special education teachers must have “regular and frequent” consultation. Documentation of regular and frequent consultation is necessary. □

Determining Caseloads

0 - 5 points on Matrix – 1 caseload point

6 - 9 points on Matrix – 2 caseload points

10 or more points on Matrix – 3 caseload points

Caseload minimum = 12 points

Caseload maximum = 18 points

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

Caseloads will be reviewed at the end of the 1st semester by individual district special education teachers with their building principal and/or special education coordinator and may be reviewed at any time when caseloads change by request of the teacher, principal, or special education coordinator. If the caseload limit is or will be exceeded by 10% for a period of 9 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

1. Teacher shall request and be granted a meeting with the building principal to discuss caseload. Such meetings shall be informal in nature and solution-focused. The principal shall keep a record of the meeting date, teacher name, concerns, and possible revisions to the caseload.
2. If the teacher feels further consideration is warranted, written notice of the concern shall be submitted to the building principal within five working days following the informal conference. The written notice should express the specific caseload concern and a suggested or preferred resolution to the concern.
3. The building principal shall convene a review committee within ten working days to listen to the concern from the referring teacher and to problem solve. This committee will include the building principal, the special education teacher and the Director of Student Services or designee. Prior to this meeting, the teacher shall gather the relevant data as outlined in the caseload determination document or the QPPS standards (for PK) that is part of the District Special Education Plan in addition to the teacher's schedule. This information will be provided to the principal at least 24 hours prior to the scheduled meeting. During the meeting, the committee will consider available resources and scheduling possibilities. Corrective actions may include, but not limited to: realigning students, reviewing assignment of associates, reorganizing teacher resources, hiring additional staff, or prioritizing collaboration efforts to improve the delivery of special education services to all special education students. The options of corrective actions will be considered, with the goal of the committee to reach consensus. Within five working days after the meeting, the principal shall submit a written response to the teacher and to the Superintendent's office.
4. If the written response does not resolve the caseload concern, the teacher has five working days after receiving the written response to submit a written appeal to the Superintendent's office. The written appeal should clearly state the concern, the proposed resolution(s) suggested by the review committee and all the data that was provided to the review committee.
5. Within ten working days after receiving the appeal, a representative from the Superintendent's office shall convene a meeting with the teacher and the principal to discuss

the concern. This representative shall then submit a written response to the teacher and principal within five days of the meeting.

6. If the written response does not resolve the caseload concern, the teacher may appeal to the AEA Director of Special Education in writing, also providing a copy of the appeal to the superintendent's office.

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 their State Performance Plan (SPP) data for special education. In addition, the district will also review Adequate Yearly Progress (AYP), Annual Progress Report (APR) data, IEP goal progress, and classroom assessment data to review achievement as it pertains to students with an IEP in the district. This data will be used to determine needs and priorities and develop an action plan as needed.

If the district meets or exceeds APR goals, IEP goal progress, expected classroom achievement, and target goals outlined in our SPP, the delivery system will be considered effective.

If the district does not meet APR goals, IEP goal progress, expected classroom achievement, and target goals outlined in our SPP, the district will work in collaboration with Heartland AEA to develop an action plan to promote progress toward these goals.

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 Dallas Center Grimes Community School District posted the Special Education Deliver Plan on the DCG district website for public comment on February 18, 2016, through March 30, 2016, with 0 comments.

- ☒ 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.