

Dallas Center Grimes Community School District



District Developed Service Delivery Plan for Special Education

*A system for delivery instructional services
including a full continuum of services
and placements to address the needs of
eligible individuals ages 3 to 21*

Board Approved
8/28/2023



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Educational Equity Statement

It is the policy of the Dallas Center-Grimes Community School District not to discriminate on the basis of race, color, creed, religion, sex, national origin, sexual orientation, gender identity, disability, age (for employment), marital status (for programs), or socioeconomic status (for programs) in admission or access to, or treatment in, its programs and activities or hiring and employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy, please contact the Central Office at 2405 West 1st Street, Grimes or call at (515) 992-3866.



Q1: 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”. It is a system for delivering instructional services, including a full continuum of services and placements, to address the needs of eligible individuals aged 3 - 21. 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 23, 2023) to review the Special Education Service Delivery Plan for Dallas Center-Grimes Community School.

Committee Membership:

Parent Representatives:

Elementary: Patty and Lisa Sneddon-Kisting

Secondary: Sarah Cutwright

Special Education Representatives:

Preschool: Jennifer Haack

Elementary: Jenny Rants

Secondary: Lisa Hofmann

General Education Representatives:

Elementary: Kelcie Stratton

Secondary: Katelyn Lindeque, Austin Roy

School Board Representative:

School Board: Kathy Hicok

Administrative Representatives:

Preschool Director: Debra Cale

Director of Student Services: Mary Jane Stites

Elementary Principal: April Heitland

High School Principal: Travis Donahue

Heartland AEA Representative:

Regional Director: Misty Christensen



Q2: How will services be organized and provided to eligible individuals?

Continuum of Services

The Dallas Center Grimes CSD will provide a full continuum of services and placements for eligible individuals from age 3 to 21, including preschool. The Dallas Center Grimes CSD's continuum of services will include the following placement options.

Targeted Support (Consultation, Co-Teaching and Collaboration)

Consultation: 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. This could be provided through 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 content area instruction provided to a group of entitled students by the special education teacher and general education teachers in partnership to meet the course requirements and needs of students in the general education classroom. These services may include: 1) teachers co-plan in order to provide the instruction to smaller groups of students, 2) teachers co-plan in order to team teach, 3) teachers co-plan to have one teach and one assist/observe. The effectiveness of services provided through co-teaching have a strong research base.

Collaboration: 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.

Concentrated Support (Core + More/Instructional Methods)

(Core + More/Instructional Methods) 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 which is tied to the general education setting. 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.

Intensive Support (Pull Out and Special Class)

Pull Out: Supplementary services or Direct Instruction services in a special education environment providing specially designed instruction to an individual with a disability or group of students with disability by a special education teacher providing supplementary instruction that cannot otherwise be provided in a regular education setting.

Special Class: Direct instruction that is specially designed for 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-bound instruction, and instruction in hospitals and institutions). This means the student is receiving his or her primary instruction separate from non-disabled peers. There will be regular consultation between the special education teacher and core content teacher so that the classroom reflects the same course requirements and comparable curriculum.

Early Childhood Continuum of Services

Core/Target Support/Intensive Support: The general education early childhood teacher is the special education teacher. The teacher provides the specially designed instruction and accommodations throughout the day. Less than 50% of children that compose the class have disabilities. Community Partners only serve general education students

Iowa Quality Preschool Performance Standards: The Dallas Center Grimes CSD will provide a full continuum of placements by providing instructional services to eligible preschool children while adhering to federal data reporting definitions of settings provided through the Iowa Quality Preschool Performance Standards (QPPS). This also includes meeting the standards regarding maximum class size and teacher-child ratios.

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.
- ☞ 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.



Q3: 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 Director of student services and may be reviewed at any time when caseloads change by request of the teacher, principal, or Director of student services

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. A preschool teacher may be assigned a caseload within a range of 55-65 points.

K-12: A teacher may be assigned a caseload within a range of 55-65 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.

PK-12 Matrix: The IEP of each student receiving district-provided special education services is assigned a score to determine the caseload using the matrix on the next page.

PK-12 Caseload Matrix		
IEP Focused		
ITEM	WEIGHT	JUSTIFICATION
# of goals	.5 pt.	Each goal requires progress monitoring and intervention activities to gain improvement.
Employability	.5 pt.	Per ½ day
Modifications	1 pt. if IEP contains at least 1 modification box	Modifications of assignments and assessments need to be provided and supported by the special education teacher for students in a general education setting of a variety of courses.
Re-Eval	0.25 pt.	Additional collaboration time needed between the special education teacher AEA staff.
Behavior Intervention Plan	<p>1.5 pts. BIP has a safety plan that includes all or most of the following: CPI de-escalation, physical aggression, elopement, weekly/daily integrity checks, Ch. 103 reports, behavioral Medicaid billing, time-intensive data analysis & planning</p> <p>1 pt. BIP includes weekly/daily integrity checks, elopement, behavioral Medicaid billing, and some data analysis & planning</p> <p>.5 pt. all other BIPs and any required daily check-ins and check outs documented on the service page</p>	The Special Education teacher needs to support the student as well as the general education teachers in implementation of a Behavior Intervention Plan.

ITEM	WEIGHT	JUSTIFICATION
Monthly Para Service Minutes	1 pt. 0-1000 minutes 2 pts. 1000 - 5000 minutes 3 pts. 5000+ minutes	Training, coaching, and constant communication needs to occur between special education teacher, para-professional, and general education teacher to support the student.
Alternate Assessment	1.5 pts. per student with alternate assessment	Planning lessons specific to the skills to be assessed and preparing to set up tests, materials and proctor the test
Senior IEP Students	.25 pt.	Additional IEP meeting required at end of senior year (Exit Meeting and SAR completed)
Health Needs	1 pt.	Any type of health plan on file
Least Restrictive Environment	.25 pt. 1-25% .5 pt. 26-50% 1 pt. 51%	Specially Designed Instruction for student needs -based on % from Service Page on IEP
Outside Agency Support	1 pt.	Requires a special education teacher to make contact with an outside agency. (i.e. Outside Interpreter Services, Iowa Vocational Rehabilitation Services, Outside OT, Outside PT, etc.)

PK-12 Teacher Focused		
ITEM	WEIGHT	JUSTIFICATION
Intensive Support Classes	.5 pt. each section	Planning and adapting curriculum to meet the individual needs of students who need pull out or a special class in order to align with general education credit/requirements.
# of Co-Taught Classes	.5 pt. each class	Determined by # of different course preps for the special education teacher which requires planning and learning time as well as making accommodations and/or modifications for special education students.
Management of Other Rostered Student Goals & Interventions	1 pt. 1 - 5 goals/intervention 2 pts. 6-10 goals/interventions - 3 pts. 11+	Allows for the preparing of progress monitoring materials & intervention materials for students other than those on our rosters
Grade Levels Taught	1 pt. per grade level taught	

Average Point Range: 55-65 pts.



Q4: What procedures will a special education teacher use to resolve caseload concerns?

Caseloads will be reviewed at the beginning of the year, at the end of the 1st semester and the end of the year 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 or there is 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.
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 may include a special education colleague within the building, Heartland AEA staff, and others, as helpful. 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, or prioritizing collaboration efforts to improve the delivery of special education services to all special education students. Within five working days after the meeting the Principal shall submit a written response (resolution) to the teacher and to the Director of Student Services.
4. If dissatisfied with the response in Step 3, the teacher has five working days after receiving the written response to submit a written appeal to the Director of Student Services. 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, the Director of Student Services shall convene a meeting with the teacher and Principal to discuss the concern. This Director of Student Services shall then submit a written response to the teacher and as well as provide a copy of the response to the Principal.
6. If dissatisfied with the response from the Director of Student Services, the teacher may provide a written appeal to the Associate Superintendent of School Improvement. This written appeal should occur within five working days of receiving the response from the Director of Student Services. The Associate Superintendent will make the final decision within five working days. A written response shall be provided for all parties involved.

Caseload Review Form

Name: _____ Date: _____

School: _____

_____ There are no concerns with my caseload at this time.

_____ Numbers on my roster exceed the recommended caseload but I do not intend to request a caseload review meeting.

_____ I have reviewed my caseload and I am requesting a review with my building principal.

_____ I have visited with my building principal and I do not feel that my caseload concern has been resolved. Please consider this a request for the formal review process to begin.

Briefly describe concern(s):

List recommendations to resolve concern(s). Attach supporting documents if necessary.

Teacher Signature

Building Principal Signature

Date

Q5: 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?

In order to meet the State Performance Plan/Annual Performance Report (SPP/APR) goals, accountability will be addressed in the following ways:

- Individual student IEP goal progress monitoring
- Aggregation of progress monitoring and summative evaluations for groups of students at both school and district levels.
- Examination of disaggregated subgroup achievement and SPP/APR data

The ways of evaluating the effectiveness of the delivery system are detailed below in the following 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 MTSS or special education are indicated. (Note: Changes in goals, proficiency criteria, or LRE must occur through an IEP meeting.)
- **School: Aggregated by School and District** - Each school in the district will review student progress monitoring, formative, or summative evaluations every quarter for all buildings in district except preschool which is trimester. The IEP subgroup performance in student goal areas, will be reviewed and discussed by grade level teams which include both general and special education teachers. Subgroup achievement, growth, and the achievement gap will be included as items for discussion and planning. Schools with a subgroup achievement gap; thus, impeding progress toward meeting the district SPP/APR requirements, will develop a school-based plan to close the achievement gap by grade level in each school.
- **District: Disaggregated by School Levels** - At the district level, IEP subgroup data for each school, along with plans as described above, will be reviewed on an annual basis by the district's leadership team. IEP student data will also be disaggregated and examined by school level (elementary, middle, high). In addition, the district will examine their SPP/APR data to determine priorities and develop an action plan as needed. If the district meets SPP/APR requirements, both procedural and performance, 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.



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.
5. 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 (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.