

**DISTRICT DEVELOPED  
SERVICE DELIVERY PLAN**

**Grundy Center Community  
School District**

Five Year Plan  
Board Approved on May 20, 2015

## **Process Used to Develop the Delivery System for Eligible Individuals?**

The district developed service delivery plan was developed in accordance with the Iowa Administrative Code Rule 41.408(2)“C”. The group of individuals who developed the plan includes parents of eligible individuals, special education teachers, general education teachers, administrators and AEA 267 administrators.

### **Board Approval of Committee and Plan Development**

On January 21, 2015, the Grundy Center Board of Education approved committee members to develop the Service Delivery Plan for the Grundy Center Community School District. The plan was available for public comment from April 27, 2015 through May 10, 2015.

### **District Developed Service Delivery Plan Development Committee Members**

Amy Knupp, AEA 267 Administrator and Director Designee  
 Jerry Schutz – Superintendent  
 Lisa Miller – Elementary Principal  
 Ann Lebo – High School Principal  
 Verlene Siefken – Parent  
 Margo Dierdoff– Parent  
 Shelly Luiken – Parent  
 Shannon Freeman – Parent  
 Jan Lindeman – Elementary School Teacher  
 Clay Edwards – Middle School Math Teacher  
 Katie Lechtenberg – Elementary Special Education Teacher  
 Vicki Murphy – High School Special Education Teacher  
 Ronda Kruger – Preschool Teacher  
 Kristi Droll – Preschool Teacher

## **INTRODUCTION**

The district developed instructional service delivery system plan is designed to allow the district to be more flexible and effective in terms of delivering special education services to meet the unique needs of students with Individualized Education Programs (IEPs). The district developed instructional service delivery system plan will be a tool to more efficiently utilize special education resources to provide quality special education services.

## **MISSION STATEMENT**

The Grundy Center School community will empower its individuals with the attitudes, skills, and knowledge to become responsible, productive, and fulfilled citizens.

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

**Services outlined in this district-developed instructional services delivery plan are consistent with AEA 267 policies and procedures relative to delivering special education services in the least restrictive environment. General education services are available to all students, including those students with an IEP.**

**Preschool Program Standards**

Grundy Center Community School District will provide a full continuum of early childhood placements to children who are eligible for instructional IEP services. These early childhood placements will provide instructional services that adhere to one or more of the following Preschool Program Standards:

1. Iowa Quality Preschool Program Standards (QPPS);
2. Head Start Program Performance Standards; or
3. National Association for the Education of Young Children (NAEYC) Accreditation.

**Regular Early Childhood Program:** Services are defined as occurring in the general education classroom. The teacher holds a license issued by the Board of Educational Examiners that includes pre-kindergarten and early childhood special education. The teacher is responsible for direct instruction, preparation of materials, adaptation 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.

**Regular Early Childhood Program Monitored by a Licensed Early Childhood Special Education Staff:** Services are defined as occurring in the general education classroom. The classroom teacher holds a license for pre-kindergarten. The general education teacher is responsible for classroom instruction and implementation of adaptations and accommodations as specified in the IEP. The licensed early childhood special education staff is responsible for specialized instruction, monitoring the implementation of services described in each IEP, and monitoring student progress relative to goals in the IEP.

**Early Childhood Special Education Program:** Services are defined as direct specially designed instruction provided to students with disabilities by a licensed early childhood special education teacher. The curriculum is tied to the general education curriculum, but is modified to meet the needs of the students. Classroom instruction is provided by a teacher licensed for early childhood special education.

**Co-taught Early Childhood Program:** Services are defined as a general education early childhood classroom. The general education curriculum and specially designed instruction are provided to a group of students with disabilities and without disabilities. All aspects of classroom instruction are co-planned and co-taught by a licensed early childhood special education teacher and an early childhood teacher.

The early childhood special education teacher is responsible for monitoring the implementation of services described in each IEP and monitoring student progress relative to goals in the IEP.

**K-12 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.

**K-12 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.

**K-12 Supplemental Instruction in the General Education Setting:** 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 setting to aid the student(s) in accessing the general education content area instruction. These services are provided simultaneously with the general education content area instruction.

**K-12 Supplemental Instruction in the Special Education Setting:** Supplemental instruction is defined as specially designed instruction provided to an individual student with a disability or a group of students with disabilities by a certified special education teacher in a special education setting. Instructional services are designed to supplement instruction provided in the general education classroom through the previously described consulting teacher model, co-teaching model and collaborative model of service delivery. Supplemental instruction provided in a special education setting does **not** supplant the instruction provided in the general education classroom.

**K-12 Reverse Consultation Services:** Reverse consultation 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 special education setting to aid the student(s) in accessing the general education content area instruction. A general education teacher licensed in the core content area collaborates with a special education teacher to jointly plan lessons and instructional strategies. The general education teacher supervises the curriculum and is responsible for assigning student grades. The special education teacher is responsible for providing direct instruction. Both teachers are responsible for on-going progress monitoring and formative assessment. Reverse consultation is a model of service delivery used only with a small number of students who exhibit significant learning or behavioral skill needs, yet are expected to achieve district standards rather than alternative standards. Documentation of regular and frequent consultation, joint planning and assessment of student progress is required.

**K-12 Special Class:** Special class services are defined as direct specially designed instruction provided to an individual student with 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.

**Additional Considerations:**

- 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 caseloads of special education teachers be determined and regularly monitored?**

Special education teacher rosters will be reviewed at least 2 times per year by the teacher, the building principal, and an AEA 267 representative. Roster reviews will be scheduled as follows:

1. During the month of October (proceeding the head count deadline)
2. During the month of April (to project rosters and make plans for next school year)

### **Caseload Determination Process**

Caseload determinations will be made by assigning points for the intensity of service required by each IEP on a teacher's roster. Each student is assigned 1, 2, or 3 points based on level of intensity of services.

- 1 Point Student requires limited modifications to the general curriculum which requires special education personnel to provide specially designed instruction for 40% or less of the school day, or the student has 1 to 2 goal areas requiring specially designed instruction.
- 2 Points Student requires significant modifications to the general curriculum, which requires special education personnel to provide specially designed instruction for 41% to 75% of the school day, or the student has 3 to 4 goal areas requiring specially designed instruction.
- 3 Points Student requires significant adaptation to grade level curriculum requiring instructional strategies. Alternate assessment may be used to monitor the IEP. Behavior intensity may be such that an FBA and BIP are monitored. Special education personnel provide specially designed instruction for 76% to 100% of the school day, or the student has 4 or more goal areas requiring specially designed instruction.

### **Joint Planning and Collaboration Load Considerations**

Additional points are assigned based on the teacher's time spent joint planning with general education teachers or para-professionals. This is calculated for the teacher and not for individual students. Joint planning is defined as planning and designing specially designed instruction. It could involve general educators and/or paras. It is, for example, developing lesson plans, designing content strategies, adjusting supports and curriculum, and planning assessments for students with IEPs.

- 1 Point Special education teacher conducts joint planning with general education teacher(s) and/or para professional over the course of a month for up to 2 hours of time.
- 2 Points Special education teacher conducts joint planning with general education teacher(s) and/or para professional over a course of a month for 2 to 4 hours of time.
- 3 Points Special education teacher conducts joint planning with general education teacher(s) and/or para professional over a course of a month for more than 4 hours of time.

**Caseloads of 22 points or more will be considered for further review. In general, a special education teacher's caseload should not typically exceed 22 points. The assignment of para-educator must be taken into consideration and may be used to compensate for a caseload that exceeds 22 points.**

#### **Example of Caseload Calculation**

14 students on roster x 1 point = 14 points  
 1 student on roster x 2 points = 2 points  
 1 student on roster x 3 points = 3 points  
 19 total student points

1 point awarded for joint planning = 1 point (Teacher meets with general education math teacher 2 hours meeting to plan co-teaching)

20 total points for caseload determination

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

Special education teachers are expected to engage in informal problem solving with their AEA 267 team representative and building principal prior to submitting a formal request for caseload review.

#### **Steps to follow when a teacher formally requests a caseload review.**

1. Teacher will submit a request for caseload review in writing to the building principal.
2. Within ten working days, the building principal will meet with the special education teacher and AEA 267 team representative to review and clarify concerns the teacher has expressed about his/her caseload.
  - a. The teacher requesting the review is responsible for gathering relevant information to support his/her request for a caseload review. This information might include, but is not limited to:
    - i) Number of IEP's
    - ii) Teacher's schedule and instructional grouping
    - iii) Collaboration and co-teaching assignments
    - viii) Number of buildings that teacher is assigned
  - b. An attempt will be made to resolve the teacher's caseload concerns informally at that time.
  - c. The building principal will provide a written response to the teacher's request within five working days of the meeting.
3. If the teacher's caseload concern cannot be satisfactorily resolved, the teacher's written request and the written response from the building principal will be sent forward to the district superintendent within five working days.
4. The district superintendent will review the request and gather relevant information from the principal and the special education teacher.
5. Within ten working days following the superintendent's receipt of the teacher's formal request for caseload review, the district superintendent will send a written determination to the building principal and special education teacher.
6. If the teacher requesting review does not agree with the written determination made by the district superintendent, the teacher may appeal to the AEA 267 Director of Special Education or designee.
7. The AEA 267 Director of Special Education or designee will meet with personnel involved and render a written decision.

**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?**

Individual student progress on IEP goals will be reviewed and discussed on a regular and ongoing basis (every two weeks) by the special education and general education teacher(s) along with the AEA consultant and school administrator, as appropriate. The purpose of this review is to determine if adequate progress is being made, if any adjustments in instruction are needed, or if other targeted or intensive interventions through MTSS or special education are needed.

Teacher teams in grades 3-11 will examine IEP subgroup performance in both reading and math at least once per year. Subgroup achievement, growth, and the achievement gap will be included as items for discussion and planning.

At least once per year, district administrators will examine their special education district profile to review the district's data relative to progress indicators outlined in our state performance plan (SPP) for special education. District administrators will also examine the district's annual progress report each year to review achievement data as it pertains to students with IEPs in the district. These data will be used to determine priorities and develop an action plan for special education instructional services when necessary.

If the district does not meet APR goals or SPP target goals, district staff will work in collaboration with AEA 267 staff to develop an action plan designed to promote progress toward these goals.