

# District Developed Special Education Service Delivery Plan Galva-Holstein & Schaller-Crestland Community School District

This plan will be utilized by Galva-Holstein Elementary School, Schaller-Crestland Elementary School and Ridge View Middle School and Ridge View High School

## Public Comment Draft

The Iowa Administrative 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: Jon Wiebers, Superintendent at [jwiebers@rvraptors.org](mailto:jwiebers@rvraptors.org) or call 712-275-4266 (Schaller) or 712-368-4353 (Holstein)

Comments must be received by (date): December 7, 2021

Plan (Each answer must be limited 6000 characters, including spaces)

### 1. 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 teacher, general education teachers, administrators, and at least one representative of the AEA.*

Sydney Kinzer – Galva-Holstein Elementary Teacher – [kboyle@rvraptors.org](mailto:kboyle@rvraptors.org)

Sharmin Grundmeier – Schaller-Crestland Elementary Special Education Teacher – [sgrundmeier@rvraptors.org](mailto:sgrundmeier@rvraptors.org)

Lindsay Miller – Schaller-Crestland Elementary Special Education Teacher – [lmiller@rvraptors.org](mailto:lmiller@rvraptors.org)

Keely Goettsch – Galva-Holstein Parent – [keelygoettsch@gmail.com](mailto:keelygoettsch@gmail.com)

Adrian McPhail – Schaller-Crestland Parent – [adrianemcphail@gmail.com](mailto:adrianemcphail@gmail.com)

Katrishia Rinnan – Galva-Holstein Elementary Principal – [krinnan@rvraptors.org](mailto:krinnan@rvraptors.org)

Sarah Schmidt – Northwest AEA Rep – [sschmidt@nwaea.org](mailto:sschmidt@nwaea.org)

Cathy Heizelman – Northwest AEA Rep - [cheizelman@nwaea.org](mailto:cheizelman@nwaea.org)

Jennifer Lyman – Prairie Lakes AEA Rep – [jlyman@plaea.org](mailto:jlyman@plaea.org)

Haley Meints – Galva-Holstein Elementary Special Education Teacher – [hmeints@rvraptors.org](mailto:hmeints@rvraptors.org)

Sara Larson – Galva-Holstein Elementary Special Education Teacher – [slarson@rvraptors.org](mailto:slarson@rvraptors.org)

Keelie Struck – Ridge View High School Special Education Teacher – [kstruck@rvraptors.org](mailto:kstruck@rvraptors.org)

Tricia Vohs – Ridge View Middle School Special Education Teacher – [tvohs@rvraptors.org](mailto:tvohs@rvraptors.org)

Emily Kollasch – Ridge View Middle School Special Education Teacher – [ekollasch@rvraptors.org](mailto:ekollasch@rvraptors.org)

Elizabeth Pattie – Middle School Teacher – [epattoe@rvraptors.org](mailto:epattoe@rvraptors.org)

Beth Bellinghausen – Schaller-Crestland Elementary Principal – [bbellinghausen@rvraptors.org](mailto:bbellinghausen@rvraptors.org)

Barry Andersen – Ridge View Middle School Principal – [bandersen@rvraptors.org](mailto:bandersen@rvraptors.org)

Josh Sussman – Ridge View High School Principal – [jsussman@rvraptors.org](mailto:jsussman@rvraptors.org)

## 2. How will services be organized and provided to eligible individuals?

### 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. 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 coinstruct 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.*

**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.*

**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. □ The preschool program standards include:
  - Early Learning Standards and the ○ Quality Preschool Program Standards for children from ages. 3-5.
    - The preschool programs include Headstart and Transitional Kindergarten.

3. 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 at least twice during the school year by individual district special education teachers with their building principal and/or special education coordinator.*

*In determining teacher caseloads, the School District will use the following values to assign points to the programs of each eligible individual receiving an instructional program in the district.*

*A teacher may be assigned a caseload with a range of 80-90 total points. This caseload limit may be exceeded by no more than 10% for a period of no more than six weeks, if doing so does not prevent the affected teacher's ability to provide the services and supports specified in his or her student's IEP's.*

Teacher: \_\_\_\_\_

Student: \_\_\_\_\_

	<b>Curriculum</b>	<b>IEP Goals</b>	<b>Specially Designed Instruction</b>	<b>Joint planning and consultation</b>	<b>Paraprofessional support</b>	<b>Assistive Technology</b>	<b>FBA/BIP</b>	<b>Alternative Assessment</b>
Zero points	Student is functioning in the general education curriculum at a level similar to peers	Student has IEP goals instructed by another teacher or service provider.	Student requires no specially designed instruction.	Joint planning typical for that provided for all students.	Individual support needed similar to peers	Assistive technology use is similar to peers	Students requires no FBA or BIP	Students requires no Alternative Assessment
One point	Student requires limited modifications to the general curriculum	Student has 1-2 IEP goals.	25% or less of instruction is specially designed and/or delivered by special education personnel	Special education teachers conduct joint planning with 1 general education teacher or paraprofessionals over the course of each month.	Additional individual support from an adult is needed for 25% or less of the school day.	Assistive technology requires limited teacher-provided individualization and/or training for the student	Requires limited time assessment, planning, data collection and communication with others (not more than 2 hours per month)	Requires limited time assessment, planning, data collection and communication with others (not more than 2 hours per month)
Two points	Student requires significant modifications to the general curriculum	Student has 3 IEP goals	26-75% or less of instruction is specially designed and/or delivered by special education personnel	Special education teachers conduct joint planning with 2 to 3 general education teachers or paraprofessionals over the course of each month	Additional individual support from an adult is needed for 26% to 75% of the school day	Assistive technology requires extensive teacher-provided individualization and/or training for the student	Requires 2 to 4 hours monthly for assessing, planning, data collection and communication with others	Requires 2 to 4 hours monthly for assessing, planning, data collection and communication with others

Three points	Significant adaptation to grade level curriculum requires specialized instructional strategies. Alternate assessment is used to measure progress	Student has 4 or more IEP goals.	76 to 100% of instruction is specially designed and/or delivered by special education personnel	Special education teachers conduct joint planning with more than 3 general education teachers or paraprofessionals over the course of each month.	Additional individual support from an adult is needed from 76% to 100% of the school day.	Assistive tech requires extensive teacher-provided individualization and/or training for the student – Significant maintenance and/or upgrades for continued effective use are anticipated.	Requires more than 4 hours for assessing, planning, data collection and communication with others.	Requires more than 4 hours for assessing, planning, data collection and communication with others.
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**Point Total:** \_\_\_\_\_

Preschool caseloads are determined by the Quality Preschool Program Standards ratio of the number of teacher to the number of students. Ratios are lower when one or more children in the group need additional adult assistance to fully participate in the program.

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

*The review of teacher caseloads will be conducted by the principal of each building. If there is more than one special education teacher at the building, it is suggested that the principal meet with all special education teachers from the building at the same time. The building level caseload monitoring committee consisting of the principal and special education teacher will meet as follows or as needed:*

- a) Within the first six weeks of the school year*
- b) Within three weeks of a special education student added to the teacher's roster or when changes have been made in placements that will increase the teacher's caseload points in excess of recommended loads.*
- c) Within the last nine weeks of the school year to review the caseload procedures.*

*The purpose of the meetings will be to determine whether there is a need for adjustments to be recommended to a teacher's schedule or roster, or whether the teacher could benefit from paraprofessional assistance or other types of support. A written summary of teacher caseload and points will be distributed to each committee member.*

*If conflicts are not resolved by the caseload monitoring committee, a written summary outlining the specific caseload determination of points and possible resolution ideas will be submitted to the superintendent. Within seven days, the committee will reconvene with the superintendent to finalize a resolution. A written summary of resolution ideas will be kept on file in the district office.*

5. 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/Annual Progress Report (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."*

## 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.