

# Treynor Community School District Special Education Service Delivery Plan

## *I. Process used to determine the special education 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 from GHAEA.

The plan will be presented to the School Board in June of 2020 for approval. Once board approval has been obtained, the plan will be shared with district personnel and the public through the District’s website and through special education meetings.

### Committee Members (2019-20)

#### **Administrators**

- \*Jillian Kay, Elementary Principal/Special Education District Coordinator
- \*Jenny Berens, MS Principal/HS Assistant Principal

#### **Greenhills AEA Representative**

- \*Jennifer Christensen, AEA Representative

#### **Special Education Teachers**

- \*Jaime Konz, Elementary Special Education Teacher
- \*Kendra Martin, Elementary Special Education Teacher
- \*Mallory White, Middle School Special Education Teacher
- \*Bryce Warner, High School Special Education Teacher

#### **General Education Teachers**

- \*Stephanie Lajko, Elementary Teacher
- \*Jackie Konz, Middle School Teacher
- \*Erica Schnepel, High School Teacher

#### **Parents**

- \*Christina Caruso, Elementary Parent
- \*Angela Eitman, Middle and High School Parent

## Plan Development Timeline

Step	Action
1	The district school board approves the development of the plan and the individuals who will serve on the development committee.
2	The committee meets for plan development.
3	Plan is uploaded to the school website and available for public comments.
4	The committee receives public comments, considers public comments, and summarizes to the Board how those comments were considered.
5	The AEA Special Education Director verifies plan compliance.
6	The district school board approves the plan prior to adoption. The plan is included in the designated areas of the Comprehensive School Improvement Plan (CSIP) ongoing.
7	The plan is reviewed in connection with the 5-year accreditation cycle or earlier if required by determination given by the state.

## *II. Organization of Services*

Eligible students are provided special education based on a continuum. 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.

### **Continuum of Services**

**Nominal Support.** The student is served in the general education classroom without any accommodations or modifications to the curriculum, instruction, testing or grading. The service provider is responsible for consulting with general education teachers and monitoring the student's progress according to the IEP.

**Targeted Support.** The student is served in the general education classroom with consultation and support from the special education teacher. The general education teacher is responsible for direct instruction, testing, grading and behavioral management as specified in the IEP. The special education teacher support may include assisting the general education teacher with the design and preparation of materials, adaptations and accommodations. The special education teacher is responsible for monitoring the student's progress on IEP goals.

**Sustained Support.** The student receives special education support for the general education curriculum in the general education setting. The special education teacher, support service provider, or trained paraprofessional will be in the general education classroom to provide direct instruction, instructional support, or other assistance to the student or a group of students. The special education teacher/service provider is responsible for monitoring the student's progress on IEP goals.

**Intensive Support.** The student receives special education support for the general education curriculum outside the general education setting. When the services cannot be appropriately provided in the general education setting, the student may receive services he/she needs in a separate educational setting (including, but not limited to special classes, special schools, home instruction, and instruction in hospitals and institutions). The special education teacher/service provider is responsible for monitoring the student's progress on IEP goals.

### ***III. Determination of Caseloads***

Caseloads will be tentatively set in the spring for the following year and may be modified based on summer registration and actual fall enrollments. Caseloads may be reviewed during the school year by individual district special education teachers with their building principal. In determining special education teacher caseloads, the Treynor Community School District will use a caseload determination worksheet.

Special education teacher caseloads should fall in the range of 50-60 points. If a teacher's caseload exceeds this number, the teacher and the principal will meet to discuss whether the teacher is able to provide the services and supports specified in his or her students' IEPs. If the teacher is able to do so, no further action is needed. If the teacher is unable to provide the services and supports specified in his or her students' IEPs, a plan of action will be developed. If the teacher is not satisfied that the plan of action the teacher may initiate the process for resolving caseload concerns that is described in this plan.

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

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

	Curriculum	IEP Goals	Specially Designed Instruction	Joint planning and consultation	Paraprofessional Support	Assistive Technology	FBA/BIP
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	Student requires no FBA or BIP
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)
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
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

Point Total: \_\_\_\_\_

### Caseload Determination Template

## ***IV. Resolving Caseload Concerns***

### **Steps for Caseload Review**

1. The Special Education Teacher initiating a caseload review shall request an informal meeting with the building principal to discuss caseload concerns. This discussion will include but not limited to IEPs, schedule and instructional groupings, and collaborative/co-teaching assignments. The principal shall keep a record of the meeting date, teacher name, concerns, and possible revisions to the caseload.
2. If the referring teacher feels further consideration is warranted after the completion of step 1, a written notice of the concerns shall be submitted to the building principal. The written notice should be submitted within five working days of the informal meeting and express the specific caseload concern and a recommended resolution to the concern. (see form below)
3. The building principal will convene a caseload review committee within ten working days to examine the concern from the referring teacher and try to seek a resolution. This committee may include administrators, special education staff members, teachers, AEA staff members, and other impartial members as designated by the building principal. A written response shall then be submitted to the teacher and to the Special Education District Coordinator.
4. If the referring teacher is dissatisfied with the response in Step 3, the teacher must submit a written appeal to the Special Education District Coordinator. The appeal must be submitted within five working days after receiving the written response from the committee.
5. The Special Education District Coordinator shall convene a meeting with the teacher and principal to discuss the concern. A written response will be provided to the teacher, the principal and the superintendent within ten working days after receiving the appeal.
6. If the referring teacher is dissatisfied with Step 5, the teacher may provide a written appeal to the superintendent within five working days. The superintendent will make a decision within five working days. A written response shall be provided for all parties involved.
7. If the referring teacher is dissatisfied with Step 6, the teacher may provide a written appeal to the AEA, Director of Special Education or designee, per IAC 281-41.408(g).<sup>1</sup> The AEA 11 Director will meet with the personnel involved with the appeal and then render a written decision.

## Caseload Review Request

Name: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Administrator: \_\_\_\_\_

Briefly describe concern:

List recommendations to resolve concerns. Attach supporting documents if necessary.

### REQUESTING A CASELOAD REVIEW

- Complete this form and submit to building administrator
- Attach copy of Teacher Caseload Report
- The person requesting the review is responsible for gathering relevant information to support the request. This information might include, but is not limited to:

Roster exceeds point maximum	Schedule and instructional groupings
Collaborative/co-teaching assignments	Number of buildings
Number of IEPs to oversee	Intensity of services documented in the IEP's
Grade level of students	Time needed for collaboration
Amount of direct instructional contact time	Number of paras to oversee

**The caseload review committee will review and discuss the Caseload Review Request Form within 10 working days. Attempts to resolve the concern will be documented. Norwalk encourages a team approach to resolve the concern, possibly involving the AEA, general education teachers, special education teachers, and paraprofessionals, as needed.**

***V. Process used to evaluate the effectiveness of the delivery system and for meeting the targets identified in the state's performance plan***

The Treynor Community School District will examine the state's Performance Report Plan and Annual Progress data each year to assess overall plan effectiveness and determine if additional action or modifications of the plan are needed. If the district meets the State Performance Plan and Annual Progress Report requirements, the Special Education Service Delivery Plan will be considered effective. If the district does not meet the requirements, the district will develop an action plan to address any areas of concern.