

# Special Education Service Delivery Plan

## Gilbert Community School District

*Question 1: What process was used to develop the special education 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 from the AEA.

The primary task of the Special Education Service Delivery Plan development committee is to review, revise and adopt the district delivery plan for special education to be **implemented in the 2023-2024 school year**.

The committee will:

- Be composed of members representing prekindergarten, elementary, middle school, and high school levels.
- Receive an orientation and information on special education supports and services.
- Review and revise the district special education delivery plan.
- Provide an opportunity for public comment on the district delivery system.
- Present the delivery plan to the LEA board for adoption.

Timeline for process:

- March 24 Develop team is created and meeting is scheduled.
- April 19 and April 26 Committee meets to revise and review the current special education delivery system.
- July 18-August 8 Plan is put out for public comment
- August 9 Plan goes to AEA Special Education Director for compliance verification
- August 14 School board approves final District Developed Service Delivery Plan
- prior to September 15 Plan is entered into the C-Plan
- August 15 DDSDP will be published on the Gilbert Community Schools website, and copies will be given to all building administration and special education teachers.

### Committee Members and Areas of Representation

Administration: Staci Edwards, Elementary Principal; Carrie Clark, Director of Teaching and Learning; Vic Vanderpool, Director of Special Programs; Mike Danilson, MS Principal

AEA: Kristin Orton, Regional Director; Mandy Sauser, Special Education Consultant; Andrea Leisinger, School Social Worker; Elisabeth Marino, School Psychologist

Parents: Missy Sanow, Adam Nelson, Chad Hodgen, Linda Hardie

Special Education Teachers: Colbi Terrones, ECSE; Michelle Skartvedt, HS Sped; Kelli Mohrfeld, Int. Sped; Tammy Tinder, MS Special Education, Amber Zepeda, Elementary Sped, Annie Barr, MS Special Education, Robyn Jackson, Int. SpEd

General Education Teachers: Lauren Stephens, MS teacher; Brittany Hemesath, Int. teacher; Jenni Pudenz, Elementary teacher; Heather Schurr, HS teacher

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

The Gilbert Learning Community will foster a passion for learning and empower each student to become a productive citizen in today's global society. The special education plan for our district is based on the following beliefs.

Students:

- All students can learn and will have equal access to the core curriculum to the maximum level appropriate.
- Everyone is a Gilbert general education student first and needs a feeling of positive self-worth.
- Celebrate the successes and recognize the whole child.
- Special education students' differentiated needs are considered in order to have inclusive opportunities (i.e. extra curricular activities, community building, social school functions, etc).
- Students can learn to advocate for their needs and students are encouraged to advocate for their needs.

Staff:

- In meeting the unique needs of all learners, we will individualize progress monitoring that is aligned to the needs of students and is appropriately ambitious.
- Accommodations play to students needs.
- High expectations are necessary to achieve excellence.
- Positive role models enhance learning.

System:

- Building a trusting relationship with teams that are student centered.
- All members of the IEP team are critical for student success and should be involved in the process (goals, etc.).
- Make sure that case loads are manageable to ensure all students get what they need.
- The special education service delivery plan will be provided to all district special education teachers and new special education employees as part of their orientation to the district.
- Students in special education are important members of Gilbert community.

Every Student. Every Day.

Facilities:

The Gilbert Community School District services special education students at four sites. The elementary houses preschool-2nd grade. The intermediate houses 3rd-5th. The middle school houses 6th-8th grade, and the high school houses students in 9th-12th grade. All students will have access to and participate in the general education curriculum to the maximum extent possible. The full continuum of services will be provided in the least restrictive environment. Facilities are at least equivalent in quality to general

education classrooms in the district, located in the building, housing regularly enrolled individuals of comparable ages and readily accessible to individuals with disabilities. (Special Education Administrative Rule 281-41.25).

#### Special Education Staff Responsibilities:

- Special education teachers as a part of the Individualized Education Plan (IEP) team.
- Plan and write the IEP while serving the students in the least restrictive environment (LRE).
- Monitor and implement students' IEPs.
- Communicates with all appropriate staff, parents, and appropriate Area Education Agency (AEA) staff. Methods may include formal and informal meetings, team planning sessions, department meetings, IEP meetings, written progress reports, electronic mail, Response to Instruction/Intervention (RTI) meetings, IEP updates, etc.
- Support all appropriate staff with accommodations, modifications, interventions, and behavior plans through direct instruction, team teaching, program assistance, and joint planning, and/or collaboration to support the student in the general education curriculum.
- Work in collaboration with colleagues to provide special education services at all levels of need.
- Communicate and direct educational associates, with the support of the Director of Special Education and building administration (ie., professional learning opportunities, expectations).

#### General education teachers as part of the IEP team:

- Provides input into the writing of the IEP while serving the students in the LRE.
- Actively participates in IEP meetings and discussions.
- Communicates with special education team and parents regarding student needs, strengths and progress
- Collaborates with the special education team to implement accommodations, modifications, interventions, and behavior plans in the general education classroom.
- Monitors progress and implements instruction
- Supports IEP, provides core instruction, supports whole child

Communication should be used at all levels to facilitate networking between instructional personnel and other school staff who provide services for students with special needs. Communication should also be used at all levels to facilitate smooth and effective transitions.

#### Continuum of Services:

The district will provide access to a full continuum of special education services for each eligible individual based on his/her IEP. Students may receive different services at multiple points along the continuum based on the IEP. The continuum of special education services will be adjusted as the needs of the students change. Services are provided for eligible individuals ages 3-21 and may be provided within the district, or through contractual agreement with other districts and/or agencies. All placement decisions are made by the IEP team in accordance with state special education law and procedures, and in consideration of each student's individual strengths, goals, and needs.

Preschool aged children may be placed in Regular Early Childhood Programs, which means there are fewer than 50 percent of the children with disabilities, or Early Childhood Special Education Program where there are more than 50 percent of the children with disabilities. The Regular Early Childhood Program may be taught by a general education teacher who holds a valid practitioner's license and an endorsement that includes pre-kindergarten. The Early Childhood Special Education (ECSE) program, as well as the consultation and support in the regular early childhood program, will be provided by an ECSE teacher who holds a valid practitioner's license and an endorsement that includes ECSE. The ECSE teacher is responsible for monitoring the child's progress on IEP goals.

The Regular Early Childhood Program or the ECSE Program may be taught by a person who has a dual endorsement. If the child is served in the regular early childhood classroom with a teacher who holds a valid practitioner's license that includes pre-kindergarten and early childhood special education, the teacher is responsible for direct instruction, preparation of materials, adaptations, 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.

Gilbert Community Schools will provide a full continuum of placements by providing instructional services to eligible preschool children while adhering to IQPPS program standards.

### Description of Services

Consultative Services:

LOCATION FOR THE STUDENT: general education setting

SPECIALLY DESIGNED INSTRUCTION: provided by a General Educator, with indirect consultative services provided by a certified special education teacher.

PURPOSE: to provide specially designed instructional strategies to meet the individual needs of a student with a disability receiving instruction in the general education classroom, including students with behavioral needs.

WHAT: adjusting the learning environment, implementing accommodations, positive behavior support plans, program modifications, and/or modifying his/her instructional methods.

WHEN: during specific content area courses and electives.

Collaborative Services:

LOCATION FOR STUDENT: general education setting

SPECIALLY DESIGNED INSTRUCTION: direct services provided by the special education teacher and general education teacher in partnership in the general education classroom.

PURPOSE: to provide specially designed instructional strategies to meet the individual needs of a student with a disability receiving instruction in the general education classroom, including students with behavioral needs.

WHAT: these services may include but are not limited to Parallel Teaching, Station Teaching,

Alternative Teaching, Team Teaching (Tag Team, Speak and Chart, Speak and Interject, Perform and Command), One Teach/One Assist, and One Teach/One Observe.

WHEN: during specific content area courses and electives, typically reading, language arts, and math courses.

Supplemental Instructional Services:

LOCATION FOR STUDENT: in the special education setting or general education setting

SPECIALLY DESIGNED INSTRUCTION: direct instruction to individuals or small groups, directed by a certified special education teacher.

PURPOSE: to provide supplementary instruction for skill-building that cannot otherwise be provided during the student's general education instruction time.

WHAT: these direct services supplement the instruction provided in the general education classroom through Consultation Teacher Services or Co-Teaching Services. The specially designed instruction provided through Supplemental Instructional Services does not supplant (replace) the instruction provided in the general education classroom.

WHEN: typically scheduled during non-core instruction, so the student does not miss core instruction in the general education setting.

Reverse Consultation Services:

LOCATION FOR STUDENT: in the special education setting

SPECIALLY DESIGNED INSTRUCTION: a certified general education teacher provides consultation to a special education teacher providing individual or small group instruction.

PURPOSE: to provide instruction for specific content areas that cannot otherwise be provided during the student's general education instruction due to the need for significant modification in curriculum and instruction methods.

WHAT: typically the general education curriculum is modified as appropriate, which may include by is not limited to slower pace instruction, reducing overall content to include only the essential learnings, shortened assignments and tests, or using alternative materials at a lower skill level.

WHEN: during one or more specific content area courses, typically reading, language arts, math, science, or social studies courses.

Special Class Service:

LOCATION FOR STUDENT: in a special education setting

SPECIALLY DESIGNED INSTRUCTION: direct instruction to individuals or small groups, directed by a certified special education teacher.

PURPOSE: to meet the highly unique needs of the student(s) with significant disabilities 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 education curriculum separate from non-disabled peers.

WHAT: to provide instruction that is tied to the general education curriculum, but has been significantly modified. The curriculum is based on grade level concepts that align with district standards but are

reduced in complexity in order to have meaningful instruction. Instruction typically focuses on but is not limited to personal and social adjustment, academic and functional literacy.

WHEN: as indicated by the IEP.

*Question #3: How will caseloads of special education teachers be determined and regularly monitored?*

### Early Childhood Special Education (ECSE) Caseloads

Early childhood special education (ECSE) instructional services will maintain the teacher-student ratios prescribed by the Iowa Quality Preschool Program Standards (QPPS). The maximum class size and teacher-child ratios are as follows:

Age 2.5 to Age 3: Maximum of 15 children

- group size of 12, 1:6 teacher/student ratio
- group size of 13, 1:7 teacher/student ratio
- group size of 14, 1:8 teacher/student ratio
- group size of 15, 1:9 teacher/student ratio

Age 4: Maximum of 20 children

- group size of 16, 1:8 teacher/student ratio
- group size of 18, 1:9 teacher/student ratio
- group size of 20, 1:10 teacher/student ratio

Age 5: Maximum of 20 children

- group size of 16, 1:8 teacher/student ratio
- group size of 18, 1:9 teacher/student ratio
- group size of 20, 1:10 teacher/student ratio

NOTE: In a mixed age preschool class of 2.5 to 5 year olds, no more than four children between the ages of 2.5 and 3 years old may be enrolled.

### Grade K-12 Caseloads

The number of IEPs for which the special education teacher is responsible does not represent the intensity of the needs of the students.

Considerations used in determining individual teacher caseload include, but are not limited to:

- Collaboration on accommodations and modifications with the general education teachers.
- Number of students requiring Alternate Assessment for District-Wide Assessment.
- Number of academic and behavior goals per student.
- Time allotted for specially designed instruction.
- Special education teachers that work with classroom program educational associates and/or 1:1 associates. The number of minutes that program associates work with students is reflected in caseloads.
- Intensity of services documented in the IEPs: Least Restrictive Environment percentage which represents the amount of direct instructional contact time with students (i.e. OT, PT, speech, hearing itinerant, vision itinerant, Voc Rehab, Medicaid, assistive technology, a health plan).

- Number of students requiring intensive Behavior Intervention Plans (BIP).

Caseloads will be tentatively set in the spring for the following year. Caseloads may be modified on summer registration and actual fall enrollments. In determining teacher caseloads, the Gilbert Community School District will use the following values to assign points for each eligible individual receiving an instructional program in the district.

### Special Education Teacher Caseload

## Roster Load Rubric

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

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

	<b>Curriculum</b>	<b>Goals</b>	<b>SDI</b>	<b>Para Support</b>	<b>Other Services</b>	<b>FBA/BIP</b>
<b>Zero Points</b>	Student functions in the general education curriculum at a level similar to peers.	Student has no goals.	Student requires no specially designed instruction.	Individual support needed similar to peers.	Student has no additional services.	Student requires no FBA or BIP
<b>One Point</b>	Student requires accommodations to the general curriculum.	Student has 1-2 goals.	Student requires 1-60 minutes of SDI.	Additional individual support from an adult is needed for 80 minutes or less.	Student receives 1 of the following: assistive tech, OT, PT, speech, hearing itinerant, vision itinerant, Voc Rehab, Medicaid, or a health plan.	Mild: Adaptive behavior goal, accommodations are on IEP for behaviors.
<b>Two Points</b>	Student requires modifications to the general curriculum.	Student has 3 goals.	Student requires 61-120 minutes of SDI.	Additional individual support from an adult is needed for 81 - 180	Student receives 2 of the following: assistive tech, OT, PT, speech, hearing itinerant, vision itinerant,	Moderate: BIP Behaviors include mild to moderate property damage, peer conflicts, not dangerous to self or others.

				minutes.	Voc Rehab, Medicaid, or a health plan.	Aggression is infrequent.
<b>Three Points</b>	Significant adaptation to grade level curriculum requires specialized instructional strategies. Alternate Assessment is used to measure progress.	Student has 4 or more goals.	Student requires 121+ minutes of SDI.	Additional individual support from an adult is needed for more than 181 minutes.	Student receives 3 or more of the following: assistive tech, OT, PT, speech, hearing itinerant, vision itinerant, Voc Rehab, Medicaid, or a health plan.	Severe: Significantly disruptive, dangerous to self or others (SIB/physical aggression). Has a safety plan in BIP, has Ch 103 reports

Gilbert Elementary: A “full” teacher caseload will be considered 80 points.  
Gilbert Intermediate: A “full” teacher caseload will be considered 80 points.  
Gilbert Middle School: A “full” teacher caseload will be considered 80 points.  
Gilbert High School: A “full” teacher caseload will be considered 80 points.

How Caseloads Will Be Regularly Monitored

The Special Education Director, along with individual district special education teachers and building principals, will review caseloads each October and February. In addition to scheduled reviews, caseloads will also be reviewed when a specific caseload is exceeded or when a teacher has a concern about his/her ability to provide identified services to eligible individuals.

*Question #4 What procedure will a special education teacher use to resolve caseload concerns?*

In addition to scheduled reviews, caseloads will also be reviewed under the following circumstances:

- Exceeds the “full” teacher caseload points.
- Not able to meet individual student needs.
- Not able to schedule a lunch or a planning period.

If a teacher’s caseload exceeds the “full” caseload number, the teacher and the principal will meet to discuss whether the the services and supports specified on his/her students’ IEPs can be met, or if a caseload modification should be considered. If a teacher is able to meet the services and supports, no further action is needed. If the teacher has a concern about his/her ability to provide identified services to eligible individuals, the process for resolving caseload concerns may be initiated.



Requesting a Caseload Review (when informal problem-solving strategies in relation to caseload concerns have been attempted and exhausted by the teacher).

1. A written request for caseload review is submitted to a building principal.
  - a. The person requesting the review is responsible for gathering the relevant information to support their request. This information might include, but is not limited to:
    - i. IEPs
    - ii. Schedule and instructional groupings
    - iii. Collaborative/co-teaching assignments
    - iv. Number of buildings
2. Within three working days of the submitted request, the request will be reviewed for clarification by the special education teacher and the principal. The principal will try to resolve the concern at this point.
3. If the caseload concerns cannot be satisfactorily resolved, the request is then sent to the Director of Special Education.
  - a. Within 10 working days, the Director of Special Education will meet with a caseload review team (i.e. AEA, building principal, and special education teachers) to review the request and give a recommendation to the individual's principal.
4. Within 5 working days, the building principal will meet with the individual and provide a written determination based upon recommendation from the caseload review team.
  - a. Corrective actions may include, but are not limited to:
    - i. Realigning students
    - ii. Review assignments of associates
    - iii. Reorganizing teacher resources
    - iv. Prioritizing collaboration efforts to improve the delivery of special education services to all special education students
    - v. Hiring additional staff
5. If the person who requested the review does not agree with the determination, he or she may appeal to the Superintendent.
6. Within 5 working days, the Superintendent will meet with personnel involved, including the AEA Regional Director, and will provide a written decision.

*Question #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 (SPP) and Annual Progress Report (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 Department of Education and the AEA.

Individual student progress on IEP goals will be reviewed and discussed on a regular and ongoing basis.

Using the specified decision rule, the special education teacher, along with the general education teacher, principal, Special Education Director, and AEA staff as appropriate, will review IEP data to determine that adequate progress is being made or if changes in instruction are needed, or if other targeted or intensive interventions through RTI are indicated. Changes in goals, proficiency criteria, or LRE must occur through an IEP team meeting.

### 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 ages 3-21, and shall provide for the following:

- The provisions of accommodations and modifications to the general education environment and program, including settings and programs in which eligible individuals ages 3-5 receive specially designed instruction, including modification and adaptation of curriculum, instructional techniques, and strategies, and instructional materials.
- 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.
- The provision of specially designed instruction on a limited basis by a special education teacher in the general education classroom or in an environment other than the general classroom, including consultation with general education teachers.
- The provision of specially designed instruction to eligible students 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 individual services.

The district assures the school board has approved the development of this plan for creating a system for delivering specially designed instructional services.

- The district assures that prior to the school board adoption, this delivery plan was available for comment by the general public for at least 14 days.
- The district assures this delivery system was developed by a committee that included parents of eligible individuals, special education teachers, general education teachers, administrators, and at least one AEA representative.
- The district assures the AEA Special Education Director verified the delivery plan is in compliance with Iowa Administrative Rules of Special Education.
- The district assures the school board has approved the service delivery plan for implementation.

### Plan Available for Public Comment

The proposed delivery system will be available for public comment on the district website. Notification will be made on the announcement section of the district website. All families of students in special education will be emailed a copy of the plan for comment. A Google Form will be established to gain feedback for the district. Printed copies will also be made available in the district office. Written

feedback will be accepted at the district office, attention Carrie Clark. Oral feedback can be given by calling 515-232-3740 for Carrie Clark.

The proposed delivery system will post on July 18 with a final deadline for public comment of August 8.