Turkey Valley Community School District

District Developed Service Delivery Plan



Turkey Valley Vision Statement

In our on-going quest for excellence, the Turkey Valley School District educates and empowers learners to reach their fullest potential through high student achievement, life-long learning skills, and responsible, productive citizenship.

Turkey Valley Mission Statement

The Turkey Valley School District will establish a foundation that encourages students to become respectful, responsible, life long learners able to meet the challenges of the future.

Approved February 2023

1. **<u>What process was used to develop the special education delivery system for eligible individuals?</u>**

The delivery system was developed in accordance with the 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 an AEA representative. This plan will be communicated to general education and special education teachers through district meetings and to parents through the school website and social media account. Administrators served on the planning committee and will review the plan annually at a team meeting.

District Developed Service Delivery Plan Development Group Members

Jay Jurrens, Superintendent
Michelle Hoy, K-12 Principal
Sara Cordes-Swensen, Special Education Facilitator
Jessica Hoey, Preschool Parent
Miranda Hayek, Elementary Parent
Sue Vrba, Secondary Parent
Angela Balk, Elementary Teacher
Leslie Raymond, Elementary Teacher
Lezley Johansen, Secondary Teacher
Jessica Pullman, Secondary Teacher / Instructional Coach
Shelby Hageman, Preschool Teacher / Special Education Teacher
Mary Watt, Elementary Special Education Teacher
Anthony Troyna, Secondary Special Education Teacher
Mary Reicks, Secondary Special Education Teacher
Heather Everhart, AEA Representative

The DDSDP development group met to review, discuss, and revise Turkey Valley's DDSDP on Monday, November 21, 2022 and Thursday, December 15, 2022. The District Developed Service Delivery Plan was posted on the Turkey Valley website and social media account and a copy was placed within each district office for public comment on December 20, 2022. Public comments were accepted by phone to the Superintendent's Office (563-776-6011, ext. 1661) or email to the Building Principal (mhoy@turkey-v.k12.ia.us) through January 16, 2023. The DDSDP was approved by AEA Special Education Director, Annette Hyde, on January 18, 2023. The Turkey Valley Board of Education gave the DDSDP final approval on February 13, 2023.

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

The goal of the Turkey Valley Community School District is to support the educational needs of students with disabilities through the delivery of special education services within the least restrictive environment.

Notes:

- Students may receive different services at multiple points along the continuum based on the IEP.
- In each continuum of services, general and special education teachers must have "regular and frequent" collaboration.
- 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.

Early Childhood Special Education definitions of programs:

- Regular Early Childhood Program – Less than 50% students with disabilities
    - Currently, all preschool classrooms at Turkey Valley Community School District are Regular Early Childhood programs.
- Early Childhood Special Education Program – More than 50% students with disabilities.
- All early childhood programs at Turkey Valley Community School District that provide instructional services to children with an IEP implement Preschool Program Standards as defined by the Iowa Department of Education. The preschool programs at Turkey Valley currently implement the Iowa Quality Preschool Program Standards (QPPS), but other standards that could be implemented include Head Start Performance Standards and NAEYC Accreditation Standards.

Regular Early Childhood Program with Direct Services Provided by Certified Special Education Teacher: Services are defined as occurring in the general education classroom or in a pull-out setting with direct service providers. The general education classroom teacher holds a license for PK-3 regular education/special education. The general education teacher and paraprofessional 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 the implementation of services described in each IEP and monitoring student progress relative to the goals in the IEP.

General Education with consultation: 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.

General Education with consultation/accommodations: 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.

General Education with direct special education support in the general education classroom: 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, through models such as collaborative services or co-teaching. The special education teacher/service provider is responsible for monitoring the student's progress on IEP goals.

- 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.
- 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.

General Education with direct special education support outside the general education classroom: 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 selected services or all 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.

- 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. The specially designed instruction provided in Pull-out settings does **not** supplant the instruction provided in the general education classroom.

- 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 core instruction separate from non-disabled peers.
    - **Reverse Consultation -**For a small percentage of students with IEPs, the student receives general education content instruction through reverse consultation. The special education teacher who teaches any of the core academic areas must have the state-required endorsement for the subject area, or the academic subject (curriculum) must be under the supervision of a teacher who is licensed appropriately for the academic area. The teacher who is licensed for the academic area and who is "supervising" the curriculum assigns the student's content grade, provides content strategies and assessments, and problem-solves concept attainment. The name of the teacher who is supervising the curriculum is listed somewhere in a permanent file of the student.

3. **How will caseloads of special education teachers be determined and regularly monitored?**

Caseloads will be reviewed three times per year by individual LEA special education teachers with their building principal and their AEA team representative as follows:

1. at the beginning of the school year
2. by November 30; and
3. by April 30 to plan for the following school year

Early childhood special education caseloads will be determined on a case-by-case basis in consultation with the early childhood special education consultant, building administration, and teacher. The district's early childhood programs will meet the criteria of the Preschool Program Standard regarding maximum class size and teacher-child ratios.

In determining teacher caseloads for K-12, the Turkey Valley Community School District will use the following criteria to assign points to the programs of each eligible individual receiving an instructional program in the district. In addition, administration will take into consideration other teacher responsibilities such as managing BIPs, administering alternate assessment, and transition planning.

A full-time caseload will be considered no more than 22 total points.

Turkey Valley Caseload Determination

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 administration and AEA representative. In determining special education teacher caseloads, the Turkey Valley Community School District will use the following values to assign points to the programs of each eligible individual receiving an instructional program in the district. If more than one special education teacher provides specially designed instruction to a student, each teacher will receive points for the specially designed instruction that he/she delivers. A full-time caseload will be considered no more than 22 total points.

One Point: The student receives specially designed instruction/supports for less than 5 hours per week.
Two Points: The student receives specially designed instruction/supports for between 5 and 12.5 hours per week.
Three Points: The student receives specially designed instruction/supports for between 12.5 and 24 hours per week.
Four Points: The student receives specially designed instruction/supports for more than 24 hours per week.
.25 Points: The student has the service of a paraprofessional documented in the IEP.

The student receives specially designed instruction/supports for:

Student	**Less than 5 hours per week**	**Between 5 and 12.5 hours per week**	**Between 12.5 and 24 hours per week**	**More than 24 hours per week**	**Does the student's IEP document the service of a paraprofessional?**	**Notes** (BIPs, Transition, Alternate Assessment, etc.)
	x1=___	x2=___	x3=___	x4=___	x.25 per para=___	**Total _____**

4. <u>What procedures will a special education teacher use to resolve caseload concerns?</u>

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

1. When a specified caseload approaches the range of 22 points, special education teachers should engage in informal problem solving with their AEA team representative and building administrator.
2. If the caseload limit of 22 points is reached for a period of 4 weeks, then a review may be requested in writing to the building administrator.
3. If a teacher has a concern about his or her ability to effectively perform the essential functions of his or her job due to his/her current caseload, then informal problem solving with the AEA and building administrator should occur followed by a formal request for a caseload review if needed.

<u>Steps to follow when a teacher formally requests a caseload review.</u>

1. Teacher will submit a request for a caseload review in writing to the building principal.
2. Within 10 working days, the building principal will meet with the special education teacher and AEA team representative to review and clarify concerns the teacher has expressed regarding his/her caseload.
   a. The teacher requesting the review will gather relevant information to support his/her request for a caseload review. This information might include, but is not limited to:
      i) Number of IEPs
      ii) Teacher's schedule and instructional grouping, including providing core instruction.
      iii) Collaboration with general education teachers and paraprofessionals

   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.
3. If the teacher's caseload concern cannot be satisfactorily resolved, the teacher's written request and the building principal's written response will be sent to the district superintendent.

4. The district superintendent and an AEA representative will review the request and gather relevant information from the principal, special education teacher and/or other members of the AEA team.
5. Within 10 working days following 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 Director of Special Education.
7. The AEA Director of Special Education will meet with personnel involved and render a written decision.

5. How will the delivery system for eligible individuals meet the targets identified in the state's performance plan? How will the delivery system for eligible individuals address needs identified by the state in any determination made under Chapter 41? What process will be used to evaluate the effectiveness of the delivery system for eligible individuals?

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 their 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 meets or exceeds APR goals and target goals outlined in the district's state performance plan for special education, the delivery system will be considered effective.

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

Individual student progress on IEP goals will be reviewed by the special education teacher every two weeks and discussed with the general education teachers along with the AEA consultant and school administrator as appropriate. The purpose of this review is to determine if adequate progress is being made and if any adjustment in instruction/support is needed.

Each building level of the school (preschool, elementary, secondary) will review student progress monitoring and formative/summative evaluations at least once every semester. The IEP subgroup performance in both reading and math will be reviewed and discussed by grade level teams of special and general education teachers. Subgroup achievement, growth and the achievement gap will be items for discussion and planning. Building levels with a subgroup achievement gap, thereby impeding progress toward meeting the district SPR/APR requirements, will develop a plan to close the achievement gap by grade level in the respective building level.