



SERVICE DELIVERY PLAN

Woodward-Granger CSD
Special Education Plan
Updated 2026

#WGBUILDINGFutures

What was the process used to develop the delivery system for eligible individuals?

“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 at least one representative of the AEA.”

Administration:

Bekka Maass, Director of Special Education & Programs

Jake Mohling, Middle School Principal

Lisa Braddock, Woodward Academy Principal

Parents:

Joe Cox, Elementary

Jess Taylor, Secondary

Special Education Teachers:

Keri Woodard, Grandwood

Amber Birkett, Elementary

Alicia Michael, Secondary

General Education Teachers:

Brittany Winkel, Elementary

Melissa McCord, Secondary

AEA:

Misty Christensen, Regional Director

How will service be organized and provided to eligible individuals?

Regular Early Childhood Program: 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 endorsements. The teacher is responsible for direct instruction, preparation of materials, adaptations, and accommodations as specified in the IEP. Consulting Teacher Services are likewise an option: see "Consulting Teacher Services" below. Woodward Granger Community School District maintains the required child/Teacher ratios as designed by the Iowa Quality Preschool Program Standards.

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 co-instruct 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 by a certified special education teacher. 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.

Possible additions or changes in a students' service that could be decided by the IEP team:

- Students may receive different services at multiple points along the continuum based on their IEP needs.
- Services may be provided within the district, or through contractual agreement with other district and/or agencies.
- The special education teacher is responsible for collecting data regarding times when the special education teacher consults with the general education teacher or other team members who interact with the student. At the end of the school year, it is the responsibility of the special education teacher and the building principal to assure that all data be present in the student's IEP file.
- The continuum includes services for eligible individuals ages 3-21, including preschool.
- Woodward Granger Community School District has adopted the Iowa Quality Preschool Program Standards (QPPS) for the Early Childhood Special Education/Community Preschool serving children age three to five.

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 spring registration and actual fall enrollments. At a minimum, caseloads will be reviewed at the beginning of the school year and again at the end of the 1st semester by individual district special education teachers with their building principal and/or special education coordinator. Caseloads may be also reviewed at any time when caseloads change by request of the teacher, principal, or special education coordinator.

In determining special education teacher caseloads, the Woodward Granger School District will use the following values to assign points to the caseloads of each teacher in the district. A full time caseload will be considered by the following:

Pre K: The regular early childhood program and early childhood special education programs must meet the criteria of the Quality Preschool Program Standard being implemented (QPPS) regarding maximum class size and teacher-child ratios.

K-5: A special education teacher may be assigned a caseload up to 105 points. This caseload limit may be exceeded if doing so does not prevent the affected teacher's ability to provide the services and supports specified in the students' IEPs. If the caseload limit is or will be exceeded by 10% for a period of 9 weeks, then a review may be requested in writing.

6-12: A special education teacher may be assigned a caseload up to 125 points. This caseload limit may be exceeded if doing so does not prevent the affected teacher's ability to provide the services

and supports specified in the students' IEPs. If the caseload limit is or will be exceeded by 10% for a period of 9 weeks, then a review may be requested in writing.

Program Associates:

Strategist I: 1 program associate would be considered for roster sizes of 12 students not requiring 1:1 or associate support per their IEP.

Strategist II ID/BD: 1 program associate would be considered for roster sizes of 8 students not requiring 1:1 or associate support per their IEP.

Matrix Point Value Definitions:

Curriculum

Zero Points: Student is functioning in the general education curriculum at a level similar to peers.

One Point: Student requires limited accommodations to the general curriculum.

Two Points: Student requires significant modifications to the general curriculum.

Three Points: Significant adaptation to grade level curriculum requires specialized instructional strategies. Alternate assessment is used to measure progress.

IEP Goals

Zero Points: Student has IEP goals instructed by another teacher or service provider.

One Point: Student has 1-2 IEP goals instructed by special education teacher.

Two Points: Student has 3 IEP goals instructed by special education teacher.

Three Points: Student has 4 or more IEP goals instructed by special education teacher.

Specially Designed Instruction

Zero Points: Student requires no specially designed instruction.

One Point: 25% or less of instruction is specially designed and delivered by special education personnel.

Two Points: 26%-75% of instruction is specially designed and delivered by special education personnel.

Three Points: 76%-100% of instruction is specially designed and delivered by special education personnel.

Joint Planning and Consultation

Zero Points: Typical joint planning that is provided for all students (0 minutes each week).

One Point: Special education teacher conducts joint planning for 10 minutes or less with a general education teacher(s) and/or paraprofessional(s) over the course of each week.

Two Points: Special education teacher conducts joint planning for 11-20 minutes with a general education teacher(s) and/or paraprofessional(s) over the course of each week.

Three Points: Special education teacher conducts joint planning for 21 minutes or more with a general education teacher(s) and/or paraprofessional(s) over the course of each week.

Associate Support

Zero Points: Individual support needed similar to peers.

One Point: Additional individual support from an adult is needed for 25% or less of the school day.

Two Points: Additional individual support from an adult is needed for 26% to 75% of the school day.

Three Points: Additional individual support from an adult is needed from 76% to 100% of the school day.

Assistive Technology

Zero Points: Assistive technology use is similar to peers.

One Point: Assistive technology requires limited teacher-provided individualization and/or training for the

student.

Two Points: Assistive technology requires extensive teacher-provided individualization and/or training for the student.

Three Points: Assistive technology is requires extensive teacher-provided individualization and/or training for the student. Significant maintenance and/or upgrades for continued effective use are anticipated.

FBA/BIP

Zero Points: Student requires no FBA or BIP

One Point: Mild Need: Behaviors of concern include minimal or no disruption, no destruction, not dangerous to others or self (e.g., work completion, slow to start working).

Two Points: Moderate Need: Behaviors of concern including moderately disruptive, mild to moderate destruction of property, and/or interfering with functioning/peer relationships and/or academic achievement, not dangerous to self or others (e.g., minimal supports to maintain infrequent aggressive behavior) and/or moderate to long history, significantly disruptive, significantly interfering with functioning/peer relationships). If significantly off-task or some destruction then it is at least moderate.

Three Points: Severe Need: Behaviors of concern include significantly disruptive, significantly interfering with functioning/peer relationship and/or academic achievement, significantly destructive to property, and/or dangerous to self or other (e.g., passive work refusal throughout the school day, punching holes in the classroom wall repeatedly, self-injurious behavior, etc.).

Caseload Determination Rubric

Teacher: _____

Student: _____

	Curriculum	IEP Goals	Specially Designed Instruction	Joint Planning and Consultation	Associate 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	Typical joint planning that is provided for all students (0 minutes a week)	Individual support needed similar to peers	Assistive technology use is similar to peers	Student requires no FBA or BIP
One Point	Student requires limited accommodations to the general curriculum	Student has 1-2 IEP goals instructed by a special education teacher	25% or less of instruction is specially designed and delivered by special education personnel	Special education teacher conducts joint planning for 10 minutes or less with a general education teacher(s) and/or paraprofessional(s) over the course of each week	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	Definition of Mild Need
Two Points	Student requires significant modifications to the general curriculum	Student has 3 IEP goals instructed by a special education teacher	26%-75% of instruction is specially designed and delivered by special education personnel	Special education teacher conducts joint planning for 11 -20 minutes with a general education teacher(s) and/or paraprofessional(s) over the course of each week	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	Definition of Moderate Need
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 instructed by a special education teacher	76%-100% of instruction is specially designed and delivered by special education personnel	Special education teacher conducts joint planning for 21 minutes or more with a general education teacher(s) and/or paraprofessional(s) over the course of each week	Additional individual support from an adult is needed from 76% to 100% of the school day	Assistive technology requires extensive teacher-provided individualization and/or training for the student. Significant maintenance and/or upgrades for continued effective use are anticipated.	Definition of Severe Need

Point Total: _____

[Caseload Spreadsheet for Submission](#)

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

Caseloads will be reviewed at the end of the 1st semester by individual district special education teachers with their building principal and/or special education coordinator and may be reviewed at any time when caseloads change by request of the teacher, principal, or special education coordinator. If the caseload limit is or will be exceeded by 10% for a period of 9 weeks, then a review may be requested in writing.

When a teacher has a concern about his or her ability to effectively perform the essential functions of his or her job due to caseload.

REQUESTING A CASELOAD REVIEW

1. Teacher will request and be granted a meeting with the building principal to discuss caseload. The nature of the meeting will be one of problem-solving and solution- focused. The building principal shall keep a record of the meeting date, teacher name, concerns and possible revisions to the caseload.
2. If the teacher feels further consideration is warranted, written notice of the concern shall be submitted to the building principal within five (5) working days following the Informal conference between the principal and teacher. The written notice should express the specific caseload concern and suggested/preferred.
3. The building principal shall convene a review committee within five (5) working days to listen to the concern of the teacher and problem solve. This committee will include an administrator this is involved with the caseload review, an administrator that is not directly involved with a caseload review, a general education teacher, the Special Education Teacher that has requested the review and an AEA consultant. Prior to this meeting the teacher shall gather the relevant data as outlined in the caseload determination document that is part of the District SPED plan in addition to the teacher's schedule. This information shall be provided to the building principal at least 24 hours prior to the scheduled meeting.

Corrective actions during this meeting may include but are not limited to:

- a. realigning students
 - b. reviewing assignments and realignment of paraprofessionals
 - c. reorganizing teacher resources
 - d. hiring additional staff
 - e. prioritizing collaboration efforts to improve the delivery of special education services to all special education students.
4. Within five (5) working days after the meeting the building principal shall submit a written response to the teacher and the Superintendent's office.

5. If the written response does not resolve the caseload concern, the teacher has five(5) working days after receipt of the written response to submit a written appeal to the Superintendent/Director of Special Education's office. the written appeal should clearly state the concern, the proposed resolution(s) suggested by the review committee and all data that was provided to the review committee.
6. Within five (5) working days after receiving the appeal, the Superintendent shall convene a meeting with the teacher and principal to discuss the concern. The Superintendent shall then submit a written response to the teacher and principal within five (5) days of the meeting.
7. If the written response does not resolve the caseload concern, the teacher may appeal to the AEA Director of Special Education in writing, also providing a copy of the appeal to the Superintendent's office.

How will the delivery system for eligible individuals meet the targets identified in the state's performance plan and the LEA determinations as assigned by the state? What process will be used to evaluate the effectiveness of the delivery system for eligible individuals?

The Woodward Granger School District will examine their State Performance Plan (SPP) and Annual Progress Report (APR) data to determine priorities and develop an action plan, as needed for special education. 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. This information is documented in the district's CASA

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 that 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. The Woodward Granger School Board approved the plan on February 16, 2026 at their regular board meeting.

