

Glenwood Community School District District Developed Service Delivery Plan

1. What process was 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 Board approved a 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.

Shelly Murphy, Early Childhood Teacher
Julie McMullen, Special Education Teacher, Elementary
Dawn Hillyer, General Education Teacher, Elementary
Shari Roenfeldt, Special Education Teacher, Elementary
Jennifer Tallmon, General Education Teacher, Elementary
Colleen Confer, General Education Teacher, Middle School
Ben Haynes, Special Education Teacher, Middle School
Brad Rasmussen, General Education Teacher, High School Teacher
Cheryl Hembry, Special Education Teacher, High School Teacher
Kurt Knox, Special Education Teacher, High School Teacher
Joan Crowl, PreK-Elementary Principal
Joe Giangreco, Director of Student Services
Kristi Kelly, School Psychologist, AEA 13
Mary Ryan, Social Worker, AEA 13
Erin Strasil Larson, School Psychologist, AEA 13
Kelli Berke, Administrator, AEA 13
Angela Stanley, Parent
Mary Beth Ingels, Parent
Rob Reeve, Parent
Ann Salerno, Parent
Jennifer Hughes, Parent

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

Continuum of Services

- 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 as follows:

Early Childhood Programs with Teacher holding Dual Endorsements. The student is served in the regular early childhood classroom with a teacher who holds a valid practitioner's license issued by the Board of Educational Examiners that includes prekindergarten 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. The Early Childhood Program will follow the National Association for the Education of Young Children (NAEYC) Accreditation.

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, testing, grading, adaptations and accommodations. The special education teacher/service provider is responsible for documenting 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 (e.g. speech-language pathologist, occupational therapist) 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 or co-teaching. A paraprofessional may also be providing instructional support or other assistance to the student or group of students. The special education teacher/service provider is responsible for monitoring the student's progress on IEP goals.

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.

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 may be reviewed during the school year by individual district special education teachers with their building principal and Director of Student Services.

In determining special education teacher caseloads, the Glenwood Community School District will use the following values to assign points to the caseloads of each teacher in the district.

A teacher may be assigned a caseload with no more than 50 total points.

1 point: Each student for which the teacher is responsible for IEP writing, meetings, progress monitoring and reporting to parents.

1 point: Each student provided direct instruction by the teacher up to two periods per day

1.25 points: Each student provided direct instruction by the teacher between two and five periods per day

1.5 points: Each student provided direct instruction by the teacher more than five periods per day

0.25 points: Each student who will have a three-year re-evaluation during the current year

0.50 points: Each student who had an initial evaluation to date

1 point: Each student for whom the teacher plan and supervises work experience

1 point: Each teacher with whom the special education teacher co-teaches

1.25 points: Each student who is dependent on an adult for physical needs

1.5 points: Each student who has a behavior intervention plan (BIP)

1 point: Each paraprofessional, teacher or support personnel with whom the special education teacher collaborates

1 point: Each student served off-site (e.g. homebound, general education preschool, etc.)

1 point: Number of general education classes you teach

1 point: Each student transitioning to/from early childhood or to postsecondary programs

1 point: Each student requiring extensive, teacher-provided assistive technology

Caseload Determination

1. Number of IEP students on your roster _____
2. List the number of students in each category below:
 - a. Up to 2 periods per day of direct instruction _____
 - b. Between two and five periods per day of direct instruction ____x 1.25 _____
 - c. More than five periods per day of direct instruction ____ x 1.50 _____
3. Number of students due for a 3-year re-evaluation this year ____ x .25 _____
4. Number of initial evaluations completed this year____x .50 _____
5. Number of work experience students requiring planning and/or supervision _____
6. Number of teachers with whom you co-teach _____
7. Number of students on your roster dependent upon an adult for their physical needs____ x 1.25 _____
8. Number of students on a Behavior Intervention Plan ____ x 1.5 _____
9. Number of teachers, paraprofessional and support personnel with whom you collaborate _____
10. Number of students you serve off-site (e.g., home-bound, in general education preschools, contracted programs, etc) _____
11. Number of general education classes you teach _____

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| 12. Number of students transitioning from/to early childhood or to postsecondary programs | _____ |
| 13. Number of students requiring extensive, individualized, teacher-provided assistive technology and/or training, significant maintenance and/or upgrades for continued effective use | _____ |
| | Total _____ |

Please add additional factors to be considered regarding workload:

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

Caseloads will be reviewed at least twice per year by individual Glenwood Community School District special education teachers with their building principal and the Director of Student Services. In addition to scheduled reviews, caseload will also be reviewed 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

- All requests must be in writing and should initially be given to an individual’s principal and Director of Student Services
- A review team will be appointed by the Director of Student Services based on the caseload concerns and program dynamics that is representative of district-wide programming
- The person requesting the review is responsible for gathering relevant information and completing the caseload determination checklist to support their request. This information might include, but is not limited to:
 - IEPs
 - Schedule and instructional groupings
 - Collaborative/co-teaching assignments
 - Number of buildings

PROCEDURAL STEPS

1. Informal problem solving strategies in relation to caseload concerns have been exhausted.
2. A written request for caseload review is submitted to the principal and Director of Student Services

3. The request is reviewed for clarification with the principal and Director of Student Services. The principal and Director of Student Services tries to resolve the concern at this point.
4. If the caseload concerns cannot be satisfactorily resolved, the request is then sent to the caseload committee.
5. Within 15 working days, the caseload committee (will consist of special education teachers with a broad representation of programs within the district) will review the request and give a recommendation to the individual's principal and Director of Student Services.
6. Upon receipt of the committee's recommendation, the principal and Director of Student Services will review the information and discuss it with the individual.
7. Within 10 working days, the principal and Director of Student Services will meet with the individual and provide a written determination.
8. If the person requesting the review does not agree with the determination, he or she may appeal to the AEA Director of Special Education.
9. The AEA Director/designee will meet with personnel involved 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 State Performance Plan/Annual Progress Report 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 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.

Timeline

The following timeline was followed in the development of the district's service delivery plan:

Date	Activity
May 11	School board approves development of plan and individuals on development team
August-September 2009	Development team creates plan
September 9-12	Public comment period
September 12	Plan goes to AEA Special Education Director for compliance verification
September 14	School board approves final District Developed Service Delivery Plan
September 15	Plan is entered into the Comprehensive School Improvement Plan