

**District Developed Special Education Service Delivery Plan
Griswold Community School District
Public Comment Draft**

The Iowa Administrative Rules of Special Education require each school district to develop a plan for the delivery of special education services. Districts must make the plan available for public comment. If you have comments that you wish to be considered before this plan is finalized, please submit those comments to:

Supt. Dana Kunze, Griswold Community School, Box 280, Griswold, Iowa 51535

The proposed plan is available for viewing in the Superintendent's Office located at 20 Madison St., Griswold, Iowa and was published in the Griswold American Newspaper on May 27, 2009.

Comments must be received by (date): June 30, 2009

No comments were received

Plan (Each answer must be limited 6000 characters, including spaces)

1. What was the process 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 group of individuals who developed the system included parents of eligible individuals, special education coordinator, special education teachers, general education teachers, administrators, and at least one representative of the AEA.

The date of Board approval to Pursue Development was March 16, 2009. The date of Board approval to implement the system was March 16, 2009.

Core Group Members included:

District SIAC Committee, Val Giegerich and Michelle Custer AEA 13 consultants, Janet Shearer, parent of a student with a disability, Denise Lembke, elementary special education teacher, and Nancie Platt, general education teacher.

Core Group Members met in April and May to begin the initial stages of the plan. The Core Group made recommendations about service models at each building level. On May 21, 2009, special education teachers in collaboration with core group members discussed and came to consensus on case load monitoring and developed a process for evaluating effectiveness. The Core Group planned a course of action to communicate their recommendations regarding the special education plan to their respective faculties.

The special education plan was submitted and approved by the administration and the Board of Education on July 20th, 2009.

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

Early Childhood Children with identified needs are served in preschool special needs programs with in the school district. Students with severe and moderate disabilities are served through contractual agreements with neighboring districts and agencies offering specific programs. The district has two buildings where early childhood students attend. One building has one regular classroom teacher and one half time special education teacher assisted with one Para-educator. The other building has one regular education teacher, one regular special education teacher, and one full time early childhood Special Education teacher. They are assisted by having five Para-educators. The special education students are integrated into the regular education classroom routinely.

Early Childhood with Special Needs students are included with the Tiger Den Preschool. State regulations for a preschool classroom where the majority of students are four-year-olds are twenty students with one teacher and one paraprofessional. Children with special needs demand more supervision. The caseload for the teacher of Early Childhood with special Needs will be monitored based upon the needs of the children, increasing paraprofessionals when necessary.

Regular Early Childhood Program with Teacher holding Dual Endorsements (i.e. Ed 100). The child 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.

Continuum of Services for identified students K-12 in the Griswold Community School District

Nominal Support: The student receives specially designed instruction and/or supports from a certified special education teacher. Services provided by the special education teacher could be delivered through joint planning, collaborative instruction, co-teaching and/or direct instruction. Special education teacher time commitment is less than 5 hours per week.

Targeted Support: The student receives specially designed instruction and/or supports from a certified special education teacher. Services provided by the special education teacher could be delivered through joint planning, collaborative instruction, co-teaching and/or direct instruction. Special education teacher time commitment is between 5 and 12.5 hours per week.

Sustained Support: The student receives specially designed instruction and/or supports from a certified special education teacher. Services provided by the special education teacher could be delivered through joint planning, collaborative instruction, co-teaching and/or direct instruction. Special education teacher time commitment is between 12.5 and 24 hours per week.

Intensive Support: The student receives specially designed instruction and/or supports from a certified special education teacher. Services provided by the special education teacher could be delivered through joint planning, collaborative instruction, co-teaching and/or direct instruction. Special education teacher time commitment is more than 24 hours per week.

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 will be reviewed at least twice during the school year by the individual district special education teachers with their building principal and/or special education coordinator.

A “full” teacher caseload will be considered to be 45 total points. If a teacher’s caseload exceeds this number, the teacher and the district special education coordinator will meet to discuss whether the teacher is able to provide 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 will meet the requirements of his or her students' IEPs the teacher may initiate the process for resolving caseload concerns that is described in this plan.

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

1. How many IEP students are on your roster? _____

 2. List the number of students in each category below:
 - A. Up to 2 hours per day of direct instruction _____
 - B. Between two and five hours per day
Of direct instruction ____x 1.25 _____
 - c. More than five hours per day of
Direct instruction ____ x 1.50 _____

 3. How many students on your roster will have an initial or
3-year reevaluation this year? ____ X .50 _____

 4. for how many roster students will you be planning and
Supervising work experience? _____

 5. With how many teachers do you co-teach? _____

 6. How many students on your roster are dependent?
Upon an adult for their physical needs? _____

 7. How many students are on a BIP? _____

 8. With how many associates do you collaborate? _____

 9. How many students do you serve off-site?
(e.g., hospitalized, home-bound, in general education preschools, etc) _____

 10. How many students have more than 4 or more IEP goals? _____

 11. How many students have assistive technology needs? _____
- Total** _____

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

A scheduled review of teacher caseloads will be conducted by the building principal. The building principal will meet with each special education teacher as follows:

- (1) At the beginning of the school year (within the first three weeks of school);
- (2) By November 15; and
- (3) By March 15 to plan for the following school year.

The purpose of these meetings will be to review caseloads for appropriateness. Upon review, if there is a discrepancy from the caseload, the Building Assistance Team (BAT) will convene. The BAT will be comprised of the superintendent, building administrator, AEA representative, special education coordinator, Special education teacher(s) assigned in the building. The BAT will make recommendations as to whether there is a need for adjustments to a teacher's schedule or roster, or whether the teacher requires paraprofessional assistance or a reduction.

At any other time, a teacher and/or administrator may request caseload review by submitting, in writing, the request to the building principal. The building principal must assemble the BAT within 10 working days. A resolution and written decision must be made available to the teacher within 10 days after the BAT meeting if staff is needed.

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 SPP/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 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 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.