

# **Glenwood Community School District**

## **District Developed Service Delivery Plan**

Reviewed March 2023

### **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 teachers, general education teachers, administrators, and two representatives of the Area Education Association (AEA).

#### **DDSDP Committee:**

Nicole Guild, Early Childhood Teacher  
Mary Finn, Special Education Teacher, Elementary  
Sarah Joyce, Special Education Teacher, Elementary  
Sherri Roenfeldt, Special Education Teacher, Elementary  
Sarah Phillips, Special Education Teacher, Middle School  
Emily Dietz, General Education Teacher, High School Teacher  
Kendra Biermann, Special Education Teacher, High School Teacher  
Jaime Apperson, Special Education Teacher, High School Teacher  
Ashlie Salazar, PreK-Elementary Principal  
Lorraine Duitsman, High School Assistant Principal  
Cindy Menendez, Director of Student Services  
Lauren Bennowitz, School Psychologist, Green Hills AEA  
Ivan Gentry, Director of Special Education, Green Hills AEA  
Sandra Dollen, High School Parent Representative  
Lindsay Murdock, Elementary Parent Representative  
Connie Olson, Elementary Parent Representative

## **How will service be organized and provided to eligible individuals?**

### **Glenwood Community School District Mission:**

The mission of the Glenwood Community School District is to develop in all students the knowledge and competencies required of responsible citizens in a global society.

### **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.

The implementation of a systemic, continuous improvement framework or a Multi-Tiered System of Support (MTSS) uses data-based problem-solving and decision making across all levels of the educational system (PK-21).

The Iowa MTSS framework is made up of five components:

1. Evidence-based curriculum and instruction provided at the universal level.
2. Universal screening of all students.
3. Evidence-based, instructional interventions at the targeted and intensive levels shall be provided to each student who needs them.
4. Progress monitoring for learners below expectations.
5. Data-based decision making throughout the system.

When an MTSS framework is implemented with fidelity, students' educational needs are more intentionally addressed by designing, developing, and delivering needed, appropriate supports. Students with disabilities' needs are addressed in the same manner and are documented in an Individualized Education Program (IEP). This Special Education Delivery Model facilitates Special Education being a fluid array of services within the context of a well functioning General Education Multi-Tiered System of Supports.

## **Glossary of Terms:**

**Consultation-** Indirect services provided by a certified special education teacher or service provider to a general education teacher or service provider, or other special education providers; assisting in adjusting the learning environment and/or modifying their instructional methods using high-quality differentiation practices and specially designed instruction, modification, or accommodation strategies to meet the individual needs of a student with a disability receiving instruction in the general education environment.

**Collaboration-** Special education and general education teachers share responsibility for accommodations, modifications, and specially designed instruction within a least restrictive environment. The special education teacher may push into the general education classroom at targeted times for the purpose of sharing responsibility to provide specially designed instruction, accommodations, and modifications to allow the student to access general education curriculum and skill building, resulting in increased capacity of general education teachers to differentiate and execute program modifications.

**Co-teaching-** The general education and special education teacher will co-plan, co-instruct, and co-assess students. The special education teacher will be actively involved in provision of instruction in the general education classroom daily. This delivery model is used to utilize both special education and general education staff to meet content and skill needs through the provision of accommodations and modifications, and delivery of specially designed instruction within the general education setting.

**Accommodation-** Supports provided to help a student access settings, opportunities and the general curriculum and to allow a student to validly demonstrate learning or attainment of the learning standards.

**Modification-** Changes made to the content and performance standards for students with disabilities, prioritization or reduction of the expectation of attainment of the learning standards. The special education teacher and general education teacher will collaborate to reduce the number of outcomes and focus on those prioritized outcomes upon which the student's grade will be based. When a student's course is modified, the teacher will indicate that the grades reflect mastery of outcomes based on agreed upon modifications.

**Dual-endorsement-** In the case of Early Childhood programming, the teacher will possess both PreKindergarten teacher licensure and Early Childhood Special Education teacher licensure.

**Service Provider-** Any provider of a service described in a student’s IEP such as Special Education Teacher, Speech Language Pathologist (SLP), Occupational Therapist (OT), Physical Therapist (PT), Paraprofessional, etc.

Other common acronyms used in relation to special education:

- SDI**-Specially Designed Instruction
- LRE**-Least-restrictive Environment
- FAPE**-Free Appropriate Public Education

	<b>General education</b>	<b>General education with consultation/ accommodations</b>	<b>General education with direct special education support in the general education classroom</b>	<b>General education with direct special education support outside the general education classroom</b>
<b>MTSS</b>	Instruction- Whole and small group, and individual instruction			
<b>Curriculum</b>	Iowa Core (as approved by the Glenwood Community School District’s Board of Education)			Iowa Core and/or Essential Elements of the Iowa Core (determined by a student’s IEP team)
<b>Instruction</b>	Instruction - whole and small group, and individual instruction			
<b>Assessment</b>	Assessment - formative and summative classroom assessments, district-wide assessments (including alternate assessments as determined by the IEP team), additional student-specific data gathered with sufficient frequency to inform instruction			

	<b>General education</b>	<b>General education with consultation/ accommodations</b>	<b>General education with direct special education support in the general education classroom</b>	<b>General education with direct special education support outside the general education classroom</b>
<b>Environmental Supports</b>	<p>The student’s educational environment naturally supports and maximizes opportunities for access and engagement</p> <p>Address appropriate accommodations &amp; modifications</p> <p>Consider multiple means of engagement, action, expression and representation which are matched to learner need</p> <p>Provide instruction in the general education environment and removal is considered only if needed for the student to access a free and appropriate public education (FAPE)</p>			
<b>Extra-curricular &amp; Co-curricular Activities (ex: sports, band, theater)</b>	<p>Student participates with supports and services to ensure that they have full access to the experience:</p> <p>Individually as general education peers</p> <p>With structures and supports designed by general and special educators and implemented by general educators</p> <p>With structures and supports designed by general and special educators and implemented with the assistance of special education resources</p>			
<b>Resources</b>	<p>Students have equitable access to resources and have the support to effectively use those resources:</p> <p>Individually as general education peers and implemented by general educators</p> <p>Similar resources as available to general education peers, collaboratively designed and implemented by general and special educators</p>			

	<b>General education</b>	<b>General education with consultation/ accommodations</b>	<b>General education with direct special education support in the general education classroom</b>	<b>General education with direct special education support outside the general education classroom</b>
<b>Resources (cont.)</b>	<p>Specialized resources unique to student need, designed by special educators, and implemented by general and special educators</p> <p>Educators have access to resources necessary to design and deliver effective instruction:</p> <p>Coaching support is available from LEA (Local Education Agency--school district) and AEA (Area Education Agency) general education and special education support staff</p> <p>Time is allocated for consultation and collaboration necessary to individualize student service throughout the day</p> <p>Time is allocated for professional learning experiences related to effective instructional practice</p>			
<b>General Educator Responsibilities</b>	<p>Oversight of all general education instruction</p> <p>Implementation of high-quality differentiation practices</p> <p>Provision of accommodations and modifications needed to enable access to FAPE</p>	<p>Oversight of all general education instruction</p> <p>Implementation of high-quality differentiation practices</p> <p>Regular and frequent consultation with the special educator</p>	<p>Oversight of all general education instruction</p> <p>Implementation of high-quality differentiation practices</p> <p>Collaborative provision of specially designed instruction within specific skill areas and instructional activities</p>	<p>Oversight of all general education instruction</p> <p>Implementation of high-quality differentiation practices</p> <p>Provision of accommodations and modifications needed to enable access</p>

	<b>General education</b>	<b>General education with consultation/ accommodations</b>	<b>General education with direct special education support in the general education classroom</b>	<b>General education with direct special education support outside the general education classroom</b>
<b>General Educator Responsibilities (cont.)</b>	Engage in ongoing communication and professional learning with special educators to assist with understanding of learning progressions of the Iowa Core	Provision of specially designed instruction  Provision of accommodations and modifications needed to enable access  Engage in ongoing communication and professional learning with special educators to assist with understanding of learning progressions of the Iowa Core	during targeted times (pre-teaching, remediation, re-teaching)  Collaborative provision of accommodations and modifications needed to enable access  Engage in ongoing communication and professional learning with special educators to assist with understanding of learning progressions of the Iowa Core	Engage in ongoing communication and professional learning with special educators to assist with understanding of learning progressions of the Iowa Core
<b>Special Educator Responsibilities (may include additional service providers and/or paraprofessional assistance)</b>	Understanding of high-quality instructional and differentiation practices  Understanding of general education curriculum  Awareness of available resources	Understanding of high-quality instructional and differentiation practices  Understanding of general education curriculum  Awareness of available resources	Understanding of high-quality instructional practices  Collaborative implementation of high-quality differentiation practices	Understanding of high-quality instructional practices  Implementation of high-quality differentiation practices



	<b>General education</b>	<b>General education with consultation/ accommodations</b>	<b>General education with direct special education support in the general education classroom</b>	<b>General education with direct special education support outside the general education classroom</b>
<b>Special Educator Responsibilities (cont.)</b>	Engage in ongoing communication and professional learning with general educators to understand learning progressions within the Iowa Core	<p>Engagement in regular and frequent consultation with general educators to oversee the general educator’s provision of accommodations, modifications, specially designed instruction and data collection and analysis</p> <p>Engage in ongoing communication and professional learning with general educators to understand learning progressions within the Iowa Core</p>	<p>Understanding of general education curriculum</p> <p>Awareness of available resources</p> <p>Collaboratively provide and oversee the provision of specially designed instruction and goal progress within specific skill areas and instructional activities (pre-teaching, remediation, re-teaching),</p> <p>Collaborative provision of accommodations and modifications needed to enable access</p> <p>Engage in ongoing communication and professional learning with general educators to understand learning</p>	<p>Engage in ongoing communication and professional learning with general educators to understand learning progressions within the Iowa Core</p> <p>Knowledge of available resources</p> <p>Provide specialized instruction that aligns with the Iowa Core and/or Essential Elements of the Iowa Core</p>

	<b>General education</b>	<b>General education with consultation/ accommodations</b>	<b>General education with direct special education support in the general education classroom</b>	<b>General education with direct special education support outside the general education classroom</b>
<b>Special Educator Responsibilities (cont.)</b>			progressions within the Iowa Core	
<b>Preschool Special Educator/General Educator Responsibilities</b>	<p>Preschool Educators hold dual endorsements to provide both general education and special education instruction for students PK-grade 3 to Provide a high quality inclusive preschool program that adheres to Glenwood Schools Instructional Plan and Preschool Handbook.</p> <p>General Education Instruction: Oversight of all general education instruction using Iowa Early Learning Standards, implementation of high-quality differentiation practices, provision of accommodations and modifications needed to enable access</p> <p>Special Education Instruction: Understanding of high-quality instructional practices for the provision of specially designed instruction within specific skill areas and instructional activities in collaboration with support service providers</p>			

## **PreK-12 Instructional Service Delivery System**

**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. In collaboration with service providers and consultants, the teacher with the dual endorsement will implement and monitor 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 or similar accreditation as approved by the Glenwood Community School District Board of Education.

**General Education with consultation/accommodations.** The student is served in the general education classroom with consultation and support from the special education teacher or AEA staff. 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 co-teaching. Under the guidance of a special education teacher, a paraprofessional/associate may provide reteaching or additional practice opportunities in a small group or individually. 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.** When the services cannot be appropriately provided in the general education setting, the student may receive selected services or all services they need in a separate educational setting (including, but not limited to special classes, special schools, home instruction, and instruction in alternative settings). The district will provide every student access to the Iowa Core or Essential Elements of the Iowa Core and will administer assessments (standard or alternate) as determined by the student's IEP team. Additionally, the student will receive their instruction within the district or through contractual agreements with other districts or agencies as determined by their IEP team. No matter the setting, the special education teacher/service provider is responsible for monitoring the student's progress on IEP goals.

## Glenwood Community Schools Caseload Formula

Directions: Complete one sheet per student on the roster. A full caseload would be no more than a total of 100 points based on the following rubric.

Points:	0	1	2	3	4	6
<b>Curriculum</b>	Student is functioning in the general education curriculum at a level similar to peers with some accommodations	Student requires limited modifications to the general curriculum. Curriculum is modified only in core academic areas  Student receives accommodations in the special education setting	Student requires significant modifications to the general curriculum. Curriculum is modified in both core academic classes and exploratory/elective classes  Student receives accommodations in the special education setting	Significant adaptation to grade level curriculum requires specialized instructional strategies. Alternate assessment is used to measure progress.  Student receives accommodations in the special education setting		Student is on both forms of alternate assessment. (grades 3-6)
<b>IEP Goals</b>	Student has IEP goals instructed by another teacher or service provider	Student has 1-2 IEP goals that are the primary responsibility of the special education teacher	Student has 3 IEP goals that are the primary responsibility of the special education teacher	Student has 4 or more IEP goals that are the primary responsibility of the special education teacher		
<b>Specially Designed Instruction in settings such as:</b> <ul style="list-style-type: none"> <li>• In-person</li> <li>• Virtual</li> <li>• Homebound</li> <li>• Hospital</li> </ul>		Less than 120 minutes per day of instruction is specially designed and/or delivered by the special education teacher in a pull out setting.	Between 121-300 minutes per day of instruction is specially designed and/or delivered by the special education teacher in a pullout setting	Over 300 minutes per day of instruction is specially designed and/or delivered by the special education teacher in a pullout setting		
<b>Support for School Personnel &amp; Service Providers</b>	Collaboration is typical for that provided for all students	IEP includes up to 30 minutes per month of collaboration time	IEP includes between 31-60 minutes per month of collaboration time	IEP includes between 30-60 61-90 minutes per month of collaboration time	IEP includes between 91-120 minutes per month of collaboration time	IEP includes between more than 120 minutes per month of collaboration time

Points:	0	1	2	3	4	6
<b>Para/Associate Support for Academic Needs</b>	Individual support needed similar to peers	Additional individual support from an adult is needed for up to 120 minutes of the school day	Additional individual support from an adult is needed for 121- 300 minutes of the school day	Additional individual support from an adult is needed for over 300 minutes of the school day		
<b>Para/Associate Support for Physical Needs</b>	Individual support needed similar to peers	Additional individual support from an adult is needed for up to 120 minutes of the school day	Additional individual support from an adult is needed for 121- 300 minutes of the school day	Additional individual support from an adult is needed for over 300 minutes of the school day		
<b>Functional Behavior Assessment (FBA)/Behavior Intervention Plan (BIP)</b>	Student does not require an FBA or BIP	Student has an active FBA and BIP and is weighted as Level 1	Student has an active FBA and BIP and is weighted as Level 2	Student has an active FBA and BIP and is weighted as Level 3		
<b>Co-teaching or IEP Services Provided in the General Ed Setting (such as PreK)</b>	No co-teaching or direct services provided in the general ed classroom by the special ed teacher		Up to 60 minutes of SDI provided in the general ed classroom by the special ed teacher		Between 61-120 minutes of SDI provided in the general ed classroom by the special ed teacher	Over 120 minutes of SDI provided in the general ed classroom by the special ed teacher
<b>Medicaid Data Collection for Billing</b>						
<b>PreK</b>	IEP/non-IEP ratio of less than 20%	IEP/non-IEP ratio of 20% or more				
<b>Transition</b>	PreK to K	14 years old and up				
Other areas that you would like considered that are not represented on this form: (ex: assistive tech, number of re-evals/initials/move-ins)						

Total points: \_\_\_\_\_

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

Preschool teacher caseload (ages 3-5) will meet the criteria of the Preschool Program Standards being implemented (IQPPS and/or NAEYC) regarding maximum class size and teacher-child ratios.

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 principal.

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

Teacher caseloads will generally be 100 total points or less. A scheduled review of teacher caseloads will be conducted by the building principal as follows:

- At the beginning of the school year
- By November 30 or at the first special education data meeting whichever comes first.
- By March 15 to plan for the following school year or at the second special education data meeting, whichever is later.

When a caseload exceeds this range it should be reviewed by district administrators. Upon review, if there appears to be an overload, the principal will arrange a Caseload Review Team meeting with the Director of Special Education and other district personnel with relevant information (i.e building principal, other designees). The review team will determine if there is a need for adjustments to a teacher's schedule or roster.

At any other time, a teacher may request a caseload review by submitting, in writing, the request to the building principal. The building principal will arrange a review of the roster with the Director of Special Education or designee. A resolution and written decision must be made available to the teacher within 5 school days after the principal and Director of Special Education or designee meet.

**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/review of the district’s service delivery plan:

Date	Activity
October, 2022	School board approves development of plan and individuals on development team
November, 2022 - March, 2023	Development team creates plan
March 13 - April 6, 2023	Public comment period
April 10, 2023	Plan goes to AEA Special Education Director for compliance verification
April 11, 2023	School board approves final District Developed Service Delivery Plan
April 12, 2023	Plan is shared with Green Hills AEA and kept on file.
September 15, 2023	Plan is entered into the Comprehensive School Improvement Plan
In the 2027-2028 school year	The steps above occur at a minimum of once every five years as part of the district’s site visit cycle