

Treynor Community School District DDSDP

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 group of individuals who developed the system included parents of eligible individuals, special education teachers, general education teachers, administrators, and at least one representative from GHAEA as follows: • Kevin Elwood Superintendent Treynor CSD • Tim Navara HS Principal • Jenny Berens MS Principal Treynor CSD • Tim Larsen Elementary Principal Treynor CSD • Steve Schwiesow School Psychologist GHAEA • Dan Strutzenberg HS SPED Teacher Treynor CSD • Lauren Leonard MS SPED Teacher Treynor CSD • Jaime Konz Elementary SPED Teacher Treynor CSD • Laurie Stogdill MS Teacher Treynor CSD • Nigel Horton 4th Grade Teacher Treynor CSD • Jennifer Jacobsen Elementary / MS SPED Parent Treynor CSD • Stephanie Richter MS SPED Parent Treynor CSD. The plan will be shared through use of parent-teacher handbooks and on the district website. **Board will review on August 11, 2014.**

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

Regular Early Childhood Program 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 Iowa Quality Preschool Program Standards (QPPS) or National Association for the Education of Young Children (NAEYC) Accreditation. **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 teacher 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 or co-teaching. The special education teacher/service provider is responsible for monitoring the student's progress on IEP goals. 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. 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. 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. Notes: 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 to 21.

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. In determining special education teacher

caseloads, the Treynor Community School District will use the following caseload determination worksheet: Caseload Determination How many students on IEP roster _____ Number of multiple lessons in which you are providing grade _____ Number of 3 –year reevaluations this year (x .5) _____ Number of associates with whom you plan _____ Number of students who have more than 2 IEP goals _____ Number of students you plan and supervise for work experience _____ Number of teachers with whom you co-teach _____ Number of students who depend on an adult for their physical needs (X 6) _____ (mobility, feeding, toileting) Number of students on a behavior intervention plan _____ Number of student who are served off-site, but you are providing service _____ (homebound, hospitalization general ed. pre-school) Number of I-Plans for which you are responsible _____ Caseload determination recommended range is 30-50

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

A scheduled review of teacher caseloads will be conducted by the building principal as follows: 1. at the beginning of the school year (within the first 30 days) and 2. by April 1 to plan for the following school year. Upon review, if there appears to be an overload, the teacher may request and the principal will arrange a Caseload Assistance Team (CAT) meeting. The CAT will be comprised of the special education teachers, administrators, and AEA representative. The CAT will make recommendations as to whether 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, a request to the building principal. The building principal must convene the CAT within 5 working days (or as soon as possible thereafter if agreed upon by all CAT members). After reviewing the recommendations, a written decision must be made available to the teacher within 5 days after the CAT meeting. If the person requesting the review does not agree with the determination, he or she may appeal to the AEA Director of Special Education. The AEA Director will meet with personnel involved and will provide a written recommendation.

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?*

Individual student progress on IEP goals will be reviewed and discussed on a regular and on-going basis every 4 ½ weeks by the special education and general education teacher along with the GHAEA school psychologist and school administrator as appropriate. The purpose of this review is to determine if adequate progress is being made, if any adjustment in instruction is needed or if other targeted or intensive interventions through RTI of special education are indicated. In addition, Treynor CSD will examine their State Performance Plan (SPP) / Annual Progress Report (APR) data to determine priorities and develop an action plan. If the district meets SPP/APR requirements, the delivery system will be considered effective.