

**EAST MARSHALL
DISTRICT DEVELOPED
SERVICE DELIVERY PLAN
2024-2029**

**Appointed by CRAEA
Director of Special Education**

Process Used to Develop the Delivery System for Eligible Individuals

The District Developed Service Delivery Plan (DDSDP) was developed in accordance with the Iowa Administrative Code Rule 41.408(2)“C”. The group of individuals who developed the plan include parents of eligible individuals, special education teachers, general education teachers, administrators and Central Rivers AEA administrators.

The East Marshall School Board approved the plan and the committee recommendation on **XXXX**.

District Developed Service Delivery Plan Development Group

Tony Ryan - Superintendent

Delann Soenksen - Shared Special Education Director

Heather Gould – AEA Administrator (appointed by AEA Director of Special Education)

Jodi Fuller– Elementary General Education Teacher

Jill Philby - Preschool Teacher

Cherise Bodensteiner - Elementary Special Education Teacher

Shannon Fiser - Middle School Special Education Teacher

Sharon Swope - Elementary Parent/Guardian

Amanda Hammer - Elementary Parent/Guardian

Jordan Anderson - High School General Education Teacher

The DDSDP committee met from 5:00-7:00 p.m. on January 25, 2024 and February 15, 2024, to review and update the DDSDP.

The group formally adopted this document to present to the East Marshall School Board and the Central Rivers AEA Director for consideration and approval. The DDSDP was submitted to the EM School Board on **XXXX** **and approved at the regularly scheduled School Board meeting on XXXX.**

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 and collaborative 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 that prior to the school board adoption, the District Developed Service Delivery Plan (DDSDP) was available for comment by the general public.

– The district assures DDSDP 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 DDSDP for implementation.

How will service be organized and provided to eligible individuals?

Early Childhood Continuum of Services

Inclusive Early Childhood Setting

This model is described as a general education early childhood program with the teacher holding dual endorsements to teach both general and special education. The student is served in an inclusive general education setting with a teacher who is responsible for direct instruction, preparation of materials, accommodations and/or modifications as

outlined in the IEP. The teacher with this dual endorsement is responsible for monitoring the student's progress on the IEP goal areas.

Direct Support in an Early Childhood Setting

This model is described as an early childhood program where the special educator provides direct support to students in a special setting or class. The student could receive some or all of their supports and services in this special setting as outlined in the IEP. The special educator is responsible for providing SDI that aligns with the Iowa Core and Iowa Early Learning Standards, and monitoring the student's progress on the IEP.

K-12 Continuum of Services

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 teachers and monitoring the student's progress according to the IEP. *(For example, this might include collaboration between general education teachers and specialty providers who are part of the student's IEP, such as speech, vision, occupational therapy, physical therapy, etc.; this could also include supports provided during a trial-out period for a student who has met IEP goal(s) and is potentially no longer eligible for special education services.)*

General education with consultation, accommodations, and modifications. The student is served in the general education classroom with consultation and support from the special education teachers. 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, accommodations, and modifications. 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. The special education teacher, support service provider, or trained paraprofessional will be in the general education or program classroom to provide direct instruction, instructional support, or other assistance to the student or 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.

Out-of Class Services: Out-of Class Services (e.g., Pull-Out) 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. These specially designed services are provided in addition to core grade-level instruction that **all** children receive in the general education classroom:

General Education with Direct Support and/or Instruction (in a specialized setting)

The learner receives specially designed instruction and support aligned to the general education curriculum without access to typically developing peers.

When the services cannot be appropriately provided in the general education setting, the learner may receive some [or, on rare occasions, all] services he/she needs in a special education or separate educational setting. This may include, but is not limited to special classes, separate settings, special schools, home instruction, and instruction in hospitals and institutions.

Additional Information Regarding the Continuum of Services:

- The district will provide access to this continuum for all eligible individuals based on their IEP. Services may be provided virtually or in an outside setting by the district, or through contractual agreement with other districts and/or agencies.
- The continuums include services for eligible individuals ages 3-21.
- The District will utilize the Quality PreSchool Program Standards (QPPS) as the standard for preschool students, the Iowa Core Standards for grades K-12, and the Essential Elements for those students on Alternative Assessment.

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

Special education teacher rosters will be formally reviewed at least 3 times per year by the teacher, the building principal, and a Central Rivers AEA team representative.

Roster reviews will be scheduled as follows:

1. At the beginning of the school year (August/September)
2. By the middle of October, the 15th.
3. On or about March 1st (to project rosters and make plans for next school year).

A teacher's caseload will be formally reviewed when either of the following occurs:

1. The number of students on a teacher’s roster, the level of services these students receive, and the amount of time a teacher spends engaged in joint planning/collaboration indicates a need to conduct a caseload review. In short, if the teacher's number is over or under the suggested limits, the caseload will at least be reviewed. If there is a major discrepancy, adjustments will be sought within the building or district first.
2. A special education teacher expresses concern about his/her ability to effectively perform the essential functions of his/her job due to caseload.

Caseload Worksheet

Teacher name:				
Caseload Consideration Worksheet		Number	Multiplier	Total
1. Curriculum	The student is functioning in the general education curriculum without additional supports	0	0	0
	Student has accommodations	0	1	0
	Student has accommodations and/or Modifications	0	2	0
	Student participates in Alternate Assessment	0	3	0
2. # of Goals Areas	Goals instructed by another teacher	0	0	0
	1-2 goal areas monitored by roster Sp. Ed. Teacher	0	1	0
	3 goal areas monitored by roster Sp. Ed. Teacher	0	2	0
	4 or more goal areas monitored by roster Sp. Ed. teacher	0	3	0
3. SDI per day	No SDI minutes	0	0	0
	1-100 minutes of SDI	0	1	0
	101-300 minutes of SDI	0	2	0
	More than 301 minutes of SDI	0	3	0
4. Joint Planning	Joint planning is the typical planning that is provided for all students	0	0	0
	Joint planning less than 20 minutes per week	0	1	0
	Joint planning between 21 and 40 minutes per week	0	2	0
	Joint planning more than 40	0	3	0

	minutes per week			
5. Para Support per day	Same support as peers (gen ed students)	0	0	0
	0-100 minutes of para support	0	1	0
	101-300 minutes of para support	0	2	0
	More than 301 minutes of para support	0	3	0
6. Assistive Tech	Student's knowledge of AT is similar to peers	0	0	0
	Limited instruction, 1-2 sessions required	0	1	0
	Continuous support/instruction required	0	2	0
	Requires on-going & extensive; upgrades, etc.	0	3	0
7. FBA/BIP	Yes or No	0	1	0
8. Health plan	Yes or No	0	1	0
9. Medicaid	Yes or No	0	1	0
10. Off Site/Homebound	I instruct and monitor for students who are off site.	0	1	0
11. Monitor other students	I instruct and monitor for students who are not on my roster.	0	1	0
			TOTAL SCORE	0

A teacher may be assigned a caseload with no more than **110 total points**. This caseload limit may be exceeded by no more than 10% for a period of no more than six weeks, if doing so does not impair the affected teacher's ability to provide the services and supports specified in his or her student's IEPs. **Typical class loads will range from 90-110.**

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

Special education teachers are expected to engage in informal problem-solving with their Central Rivers AEA team representative and building principal prior to submitting a formal request for caseload review. 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 three times during the school year by individual district special education teachers with their building principal or special education Team Representative.

Steps to follow when a teacher formally requests a caseload review.

1. Teacher will submit a request for caseload review in writing (i.e. email) to the building principal, AEA team rep, and director of special education.
2. Within 15 working days of original request, the building principal will meet with the teacher, along with the district's special education director, and AEA Team Rep (optional attendance).
 - a. The teacher requesting the review is responsible for gathering relevant information to support his/her request for a caseload review. This information might include, but is not limited to:
 - i. Caseload rubric, up to date
 - ii. Teacher's daily schedule with planning time, collaboration times (PLCs, etc), instructional times
 - iii. Number of buildings that teacher is assigned
 - b. The team will be solution-focused and will identify possibilities and the best solution to resolve teacher's caseload concerns.
 - c. The building principal will provide a written request containing two possible solutions to the superintendent, the teacher, and director of special education within a week of the team's caseload meeting.
 - d. Superintendent provides a written response within a week in regards to the request and the decision on the appropriate actions to be taken next to the teacher, principal, and director of special education.
3. If the teacher has concerns with the written response, he/she has five working days after receiving the written response to submit a written appeal to the district superintendent.
4. The district special education director, superintendent and Central Rivers AEA regional administrator will review the request and relevant information from the principal, special education teacher, and Central Rivers AEA team representative.
5. Within twenty working days following receipt of the teacher's appeal, the district superintendent will send a written determination to the building principal, director of special education, and special education teacher.
6. If the teacher requesting the review does not agree with the written determination made by the district superintendent, the teacher may appeal to the Central Rivers AEA Director of Special Education or designee.
7. The Central Rivers AEA Director of Special Education or designee will meet with the superintendent to collaboratively determine next steps, and the superintendent will communicate those next steps within 10 working days of receipt of request.

Adjusted Caseload Status

If a district is exceeding the limits specified in this plan, it may ask the AEA Special Education Director to grant an adjusted caseload status.

An AEA Special Education Director may grant an adjusted caseload status for “good cause shown.” 41.408(2)g. A showing of good cause is highly dependent on the facts and circumstances surrounding the request and a determination of “good cause” is within the sound discretion of the AEA Special Education Director. As a general rule, “good cause” will not be satisfied by a district’s unsupported request for an adjustment to its caseload, and will typically require demonstration that the district considered other alternatives before seeking an adjustment. As with all special education questions, the primary concern should be the district’s ability to provide a FAPE in the LRE to the eligible individuals it serves.

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?

In order to evaluate the effectiveness of East Marshall’s Special Education Delivery Plan, accountability will be addressed in the following ways:

Individual Student IEP goal progress monitoring

Individual student progress on IEP goals will be reviewed and discussed on a regular and on-going basis at least once per month by the special education and the AEA consultant/specialist and school administrator as appropriate. The purpose of this review is to determine if adequate progress is being made. If not, next steps will be discussed, implemented and documented.

School: Aggregated by School and District

IEP subgroup performance will be reviewed on an annual basis at both the building and district level. Priorities will be determined and action steps will be developed in response to subgroup data. This may include, but is not limited to, actions found within the district's IDEA-DA action plan.

East Marshall’s District-Developed Special Education Delivery Plan will be deemed effective with evidence of individual student growth toward IEP goals and systems-level data that lead to no worse than a Level 1 IDEA-DA designation.