

**EAST MARSHALL
DISTRICT DEVELOPED
SERVICE DELIVERY PLAN**

2018-2023

**Appointed by AEA Director of
Spl. Ed**

Process Used to Develop the Delivery System for Eligible Individuals?

The district developed service delivery plan was developed in accordance with the Iowa Administrative Code Rule 41.408(2) "C". The group of individuals who developed the plan includes parents of eligible individuals, special education teachers, general education teachers, administrators and Central Rivers AEA administrators.

The East Marshall School Board approves the plan and the committee recommendation on **November 2, 2017**.

District Developed Service Delivery Plan Development Group

Tony Ryan - Superintendent

Karen Aldrich – AEA Administrator (appointed by AEA Director of Spl. Ed.)

Katherine Bauder- High School Special Education Teacher

Jodi Fuller– General Education Teacher

Bob Schelp- Middle School Principal

Lisa Soder--Elementary Parent

Alisha Neuroth parents of MS student

Heather Gould--Parent

AnnDee Bloom--Board Member

Meeting of the DDS committee was held on *date of board meeting* at **6:00 p.m.** at EMHS in Le Grand. Discussion concerned the DDS plan, the Continuum of Services and the Caseload management. 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 DDS plan was submitted to the E-M school board on July 16, 2018 **and approved at the regularly scheduled School Board meeting on July 16, 2018.**

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 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?

General education with consultation. The student is served in the general education classroom or regular early childhood program 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.

General education with consultation/ accommodations. The student is served in the general education classroom or regular early childhood program 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 to 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.

Co-Teaching Services: Co-teaching services are defined as the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and non-disabled students. These services are provided by the special education teacher and general education teacher in partnership to meet the content and skills needs of students in the general education classroom. These services take shape in a variety of manners. For example, teachers co-plan, divide the class, and provide the instruction to smaller groups, or teachers co-plan and then co-instruct different components of the content. The effectiveness of services provided through co-teaching have a strong research base. 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 services supplement the instruction provided in settings outside the general education classroom or Regular Early Childhood Program does **not** supplant the instruction provided in the general education classroom.

Special Class/ Early Childhood Special Education Program (ECSE): Special Class or ECSE services are defined as direct specifically designed instruction provided to an individual student with a disability or group of students with disabilities by a certified special education teacher to provide instruction which is tied to the general education or preschool curriculum, but has been modified to meet the unique needs of the student(s) in a self-contained setting (including, but not limited to special class/ ECSE Program, special schools, home instruction, and instruction in hospitals and institutions). This means the student is receiving his or her primary instruction separate from non-disabled peers.

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 or agencies. The continuum includes services for eligible individuals ages 3-21.

Regular Early Childhood Program with Teacher holding Dual Endorsements (i.e., Endorsement 100: Teacher-- Prekindergarten through grade three, including special education). 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 material, adaptations of 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.

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 District will implement the Quality PreSchool Program Standards (QPPS) in settings where 3 and 4 year old children with I.E.P.'s are served.

The continuum includes services for eligible individuals ages 3-21.

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 an AEA 267 representative. Roster reviews will be scheduled as follows:

1. At the beginning of the school year (August/September)
2. By the end of October(following Special Education Child Count)
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.

East Marshall Community School District Special Education Caseload Determination

	Curriculum (as determined by program modification boxes on the IEP)	Number of IEP Goals	Specially Designed Instruction (SDO boxes-figured per day)	Joint planning & consultation (Supports for School Personnel-figured per month)	Paraprofessional Support (Supplemental Aids and Services-figured per day)	Assistive Technology	Other: FBA/BIP, Health Plan, Emotional, Social, Physical, Mental Needs
Zero Points	Student is functioning in the general education curriculum at a level similar to peers	Student has IEP goals instructed by another teacher or service provider.	Student requires no specially designed instruction	Joint planning typical for that provided for all students	Individual adult support needed similar to peers	AT use is similar to peers (Devices with no service need to teach the use of)	Student requires no FBA or BIP
One Point	Student requires limited modifications to the general education curriculum (1-2 modifications)	Student has 1-2 IEP goals monitored by special education teacher.	Student requires 0-100 minutes of specially designed instruction	Special education teachers conduct joint planning with 1 additional adult (general education teacher OR 1 paraprofessionals)	Additional individual adult support needed for 0-100 minutes.	AT requires limited teacher-provided individualization or training for the student (Independent after short training 1-2 sessions)	Requires limited time assessment, planning, data collection and communication with others (under 2 hours per month)
Two Points	Student requires significant modifications to the general curriculum (3 or more modifications)	Student has 3 IEP goals monitored by special education teacher.	Student requires 101-300 minutes of specially designed instruction	Special education teacher conducts joint planning with 2-3 additional adults (general education teacher OR paraprofessionals)	Additional individual adult support needed for 101-300 minutes.	AT requires extensive teacher-provided individualization or training for the student	Requires 2 to 4 hours monthly for assessing, planning, data collection and communication with others
Three Points	Significant adaptation to grade level curriculum (requires specialized instructional strategies). Alternate assessment is used to measure progress	Student has 4 or more IEP goals monitored by special education teacher.	Student requires 301 or more minutes of specially designed instruction	Special education teacher conducts joint planning with 3 additional adults (general education teacher OR paraprofessionals)	Additional individual adult support needed for 301+ minutes.	AT requires extensive teacher-provided individualization or training for student-Significant maintenance or upgrades are anticipated	Requires more than 4 hours monthly for assessing, planning, data collection and communication with others

1 point for each student off-site/homebound _____
 1 point for each student age 14 and older (Transition IEP) _____

1 point for each student Review _____
 2 points for each Initial/Re-evaluation/Exit _____
 Point Total: _____

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 us 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 twice 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 to the building principal.
2. Within 15 working days of original request, the building principal will convene a Caseload Assistance Team (CAT) consisting of two teachers, a building administrator and an AEA representative to review and clarify concerns the teacher has expressed about his/her caseload.
 - 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. Number of IEP's
 - ii. Teacher's schedule and instructional grouping
 - iii. Collaboration and co-teaching assignments
 - iv. Number of buildings that teacher is assigned
 - b. An attempt will be made to resolve the teacher's caseload concerns informally at that time. The CAT will make recommendations as to whether there is a need for adjustments to a teacher's schedule or roster.
 - c. The building principal will provide a written response to the teacher's request.
3. If the teacher's caseload concern cannot be satisfactorily resolved, the teacher's written request and the principal's written response will be sent forward to the district superintendent.

4. The district superintendent and Central Rivers AEA regional administrator will review the request and gather 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 formal request for caseload review, the district superintendent will send a written determination to the building principal and special education teacher.
6. If the teacher requesting 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 personnel involved and render a written decision within 10 working days of receipt of request.

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?

At least once per year, district administrators will examine their special education district profile to review the district's data relative to progress indicators outlined in our state performance plan (SPP) for special education. District administrators will also examine the district's annual progress report each year to review achievement data as it pertains to students with IEPs in the district. This data will be used to determine priorities and develop an action plan for special education instructional services when necessary.

District goal for students with special needs is to close the gap between the gains special education students make on annual typical growth and the gains general education students make on annual typical growth. The numbers below represent gains recorded by elementary and middle school students. Ultimately, we want greater annual gains made by special education students to close the gap than the gains made by general education students. There are two grades reflecting that pattern at this point. Other grades have mixed results in gain scores. Data will be analyzed to increase the special education student growth gains within subjects, grades or buildings. When patterns are identified, action to address specific trends can be taken.

Directions: Assign '+' if the student is making growth toward the goal. (Note: Put an ' before the + sign) Assign '-' if the stud								
					9	10	11	12
					Score : Instructional Decision Form			
Student 1	Goal: Reading 80% accuracy or better 4 consecutive points	-	-	-				
	Goal: Writing with 80% accuracy based on rubric	+	-	-	+			
	Goal: Math 15/20 correct 4 consecutive collection points	+	+	+				
					Score : Instructional Decision Form			
Student: 2	Goal: Reading 80% accuracy in 4 trials	+	+	+	-			
	Goals: Writing 80% accuracy on rubric 4 consecutive attempts	+	+	-	+			
Student: 3	Goal: Reading 80% accuracy in 4 consecutive trials	-	-	-	-			
	Goal: Writing 80% accuracy on rubric 4 consecutive attempts	+	+	-	-			
	Goal: math 80% accuracy in 4 consecutive trials	+	+	-	-			
					Score : Instructional Decision Form			
Student: 4	Goal: Math 80% accuracy in 4 consecutive trials	+	+	-				
	Goal: Reading 80% accuracy in 4 consecutive trials	-	+	-	+			
	Goal: Writing 80% on rubric in 4 consecutive attempts	-	+	-	-			
					Score : Instructional Decision Form			
Student: 5	Goal: Behavior 36/45 on rubric 4 consecutive collection periods	+	+	-	+			
					Score : Instructional Decision Form			
Student :6	Goal: Reading 80% accuracy in 4 consecutive trials	-	+	-	+			
	Goal: Writing 80% accuracy in 4 consecutive trials	-	+	+	+			
					Score : Instructional Decision Form			

If the district does not meet APR goals or SPP target goals, district staff will work in collaboration with Central Rivers AEA staff to develop an action plan designed to promote progress toward these goals.