Marion Independent School District

Service Delivery Plan for Special Education Services

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Question 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 of the AEA.

- MISD School Board met on February 10, 2014 and approved the development of the District Special Education Delivery Plan.

- Members of the committee:

    - Terri McGraw- GWAEA Regional Administrator
    - Sheryl Yates _GWAEA Special Education Consultant
    - Maggie Sullivan – GWAEA School Social Worker
    - Amy Feeney- Special Education Teacher at Emerson Elementary School
    - Denise Holmes- Special Education Teacher at Francis Marion Intermediate
    - Joan Padley - Special Education Teacher at Starry Elementary School
    - Mike McMahon- Special Education Teacher at Marion High School
    - Kimberly McGuire- Special Education Teacher at Vernon Middle School
    - Kelly Wilkinson- Parent
    - Kevin Wake –Regular Education Teacher
    - Greg Thomas- MISD Administrator

- Plan available for public comment

- AEA Special Education Director verifies compliance

- MISD School Board approves plan on May 19, 2014

- Plan is included in Marion's Comprehensive School Improvement Plan September, 2014

- Plan is reviewed with the 5 year accreditation cycle

Question 2: How will service be organized and provided to eligible individuals?

Continuum of Services

Nominal Support: The student receives specially designed instruction and supports from a certified special education teacher. Services provided by the special education teacher. Services provided by special education teacher could be delivered through joint planning, collaborative instruction, co-teaching and/or direct instruction. Special education teacher time commitment its less than 5 hours per week or less than 2.5 hours per week for early childhood special education.

Targeted Support: The student receives specifically designed instruction and 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 for school-age and between 2.5 and 6 hours per week for early childhood special education.

Sustained Support: The student receives specially designed instruction and 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 for school-age and 6 and 12 hours per week for early childhood special education.

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 for school-age and 12 hours per week for early childhood special education.

Early Childhood Special Education: The ECSE child is served in a full inclusion preschool by a classroom teacher and a special education teacher. Both teachers hold valid practitioner's licenses issued by the Board of Educational Examiners that include prekindergarten and early childhood special education. (i.e. Endorsement 100: Teacher-Prekindergarten through grade three, including special education.) The classroom teacher plans lessons and activities that differentiate for all students, including the ECSE students. The special education teacher is responsible for the development, implementation, and monitoring of the child's progress on the IEP. Services are provided through Co-teaching, Consulting, Collaborative, or Out-of-Class services.

Question 3: How will caseloads of special education teachers be determined and regularly monitored?

Caseload

	The student receives specially designed instruction/supports for:			
Student	Less than 5 hours per week	Between 5 and 12.5 hours per week	Between 12.5 and 24 hours per week	Between 24 and 35 hours per week

x 1.25=____ x 1.5=____ x 2=____ x 3=____

Total:_____

Special Education Program Caseload Guidelines

The maximum recommended weighted caseload per teacher is 24 points

Limited Support: each student counts 1.25
Targeted Support: each student counts 1.5
Sustained Support: each student counts 2
Intensive Support: each student counts 3

Additional issues which might be considered in determining individual teacher caseload include but are not limited to how many students on the roster will have:

- 3-year reevaluation
- Planning and supervision of work experience
- Number of co-taught classes
- Number of students dependent on an adult for physical needs
- Students with Medicaid or medically fragile
- A Behavior Intervention Plan (BIP)
- Number of para-educators
- How many students do you serve off-site? (e.g., hospitalized, home-bound, COMPASS)
- Students with transition IEP's

Early Childhood Special Education- The district's Early Childhood Special Education meets the criteria of the IQPPS regarding maximum class size and teacher-child ratios.

Question 4: What procedures will a special education teacher use to resolve caseload concerns?

Resolving Caseload Concerns

Individual special education teachers will review caseloads at least twice per year with their building principal. In addition to scheduled reviews, caseload will also be reviewed under the following circumstances:

- If the caseload limit is or will be exceeded, then a review may be requested in writing.
- When a teacher has a concern about his or her ability to effectively perform the essential functions of his or her job due to caseload.

PROCEDURAL STEPS FOR REQUESTING A CASELOAD REVIEW

1. A written request (or e-mail) for caseload review is submitted to the principal/supervisor.
2. The caseload review is presented to the principal/supervisor. The teacher is responsible for providing relevant information including the caseload determination sheet needed for the review. The principal/supervisor tries to resolve the concern at this point.
3. If the caseload concerns cannot be satisfactorily resolved within 5 school days, the request is then sent to a caseload committee that is appointed by the principal. The principal and the special ed. teacher involved will meet with the committee which will include at a minimum an AEA representative, a special ed. and a regular ed. teacher, and the district special ed. administrator.
4. Within 10 working days, the caseload committee will review the request and give a recommendation to the individual's principal/supervisor.
5. The principal will review the recommendation and make a written determination within 5 working days and discuss it with the individual.
6. If the person requesting the review does not agree with the determination, he or she may appeal to the AEA Director of Special Education.
7. The AEA Director/designee will make a recommendation to the district superintendent and district special ed. administrator.

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?

Individual: Individual student progress on IEP goals will be reviewed and discussed on a regular and on-going basis by special education and general education teacher(s) along with AEA consultant/specialist 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 or special education are indicated.

School: Aggregated by School and District: Each school in the district will review student progress monitoring, formative, or summative evaluations. The IEP subgroup performance in both reading and math will be reviewed and discussed by grade level teams, which include both general and special education teachers. Subgroups achievement, growth, and achievement gap will be included as items for discussion and planning. Schools with a subgroup achievement gap; thus, impeding progress toward meeting the district SPP/APR requirements, will develop a school-based plan to close the achievement gap by grade level in each school. These plans will be monitored at the school every semester and at the district level at the end of each school year. In the event that this process creates the need to revise the DDSDP, the district will follow the process to revise and readopt the DDSDP.

District: Disaggregated by School Levels: At the district level, IEP subgroup data for each school, along with the plans as described above, will be reviewed on an annual basis by the district's leadership team. IEP student data will also be disaggregated and examined by school level (elementary, middle, high). In addition, the district will examine their SPP/APR data to determine priorities and develop an action plan as needed. If the district meets SPP/APR requirements, both procedural and performance, 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.

District and AEA Special Education Director Checklist for Requirements

Is compliant with rules	Requirements	If not compliant, AEA Special Education Director comment
☐	Development of District Developed Service Delivery Plan approved by school board	
☐	Individuals on committee approved by district school board	
☐	AEA represented by Director appointee	
☐	Description of special education instructional services include full continuum	
☐	Caseload descriptions includes • A definition of teacher caseload (e.g., number of students, number of points, etc) • Who will monitor caseloads • How often caseloads will be monitored	
☐	Description of procedures for resolving caseload concerns	
☐	Description of how the district will address: • SPP/APR targets • LEA determinations assigned by the state • Plan evaluation and effectiveness	
☐	Plan submitted to the AEA Special Education Director	

_____ _____

AEA Special Education Director Signature Date

Information below the line for district use only

☐	Final approval by district school board
☐	Plan inserted into Comprehensive School Improvement Plan

Appendix A

Iowa *Administrative Rules of Special Education*

281—41.408(256B,273,34CFR300) Instructional services.

41.408(1) *General.* Instructional services are the specially designed instruction and accommodations provided by special education instructional personnel to eligible individuals. These services are ordinarily provided by the LEA but, in limited circumstances, may be provided by another LEA, the AEA or another recognized agency through contractual agreement. An agency must use the procedure and criteria described in subrule 41.408(2) for creating a delivery system for instructional services.

41.408(2) *Delivery system.* An agency shall use the following development process for creating a system for delivering instructional services.

a. The delivery system shall meet this chapter's requirements relating to a continuum of services and placements, shall 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 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.

b. The delivery system shall be described in writing and shall include the following components:

(1) A description of how services will be organized and how services will be provided to eligible individuals consistent with the requirements of this chapter, and the provisions described in 41.408(2)*"a."*

(2) A description of how the caseloads of special education teachers will be determined and regularly monitored to ensure that the IEPs of eligible individuals are able to be fully implemented.

(3) A description of the procedures a special education teacher can use to resolve concerns about caseload. The procedures shall specify timelines for the resolution of a concern and identify the person to whom a teacher reports a concern. The procedures shall also identify the person or persons who are responsible for reviewing a concern and rendering a decision, including the specification of any corrective actions.

(4) A description of the process used to develop the system, including the composition of the group responsible for its development.

(5) A description of the process that will be used to evaluate the effectiveness of the system.

(6) A description of how the delivery system will meet the targets identified in the state's performance plan, described in this chapter.

(7) A description of how the delivery system will address needs identified by the state in any determination made under this chapter.

c. The following procedures shall be followed by the agency:

(1) Before initiating the development of the delivery system, the LEA board shall approve such action and the LEA personnel and parents who will participate in the development of the alternative.

(2) The delivery system shall be developed by a group of individuals that includes parents of eligible individuals, special education and general education teachers, administrators, and at least one AEA representative. The AEA representative shall be selected by the director.

(3) The director shall verify that the delivery system is in compliance with these rules prior to LEA board adoption.

(4) Prior to presenting the delivery system to the LEA board for adoption, the group responsible for its development shall provide an opportunity for comment on the system by the general public. In presenting the delivery system to the LEA board for adoption, the group shall describe the comment received from the general public and how the comment was considered.

(5) The LEA board shall approve the system prior to implementation.

d. The procedure presented in subrule 41.907(9) shall be followed in applying the weighting plan for special education instructional funds described in Iowa Code section 256B.9 to any delivery system developed under these provisions.

e. An LEA shall review, revise, and readopt its delivery system using the procedures identified in paragraph *"c"* of this subrule at least every five years, or sooner if required by the state in conjunction with any determination made under this chapter.

f. An LEA shall make the document describing its delivery system readily available to LEA personnel and members of the public.

g. A director may grant an adjusted caseload status for good cause shown, if an LEA submits a request to the AEA for such status because class size, including the size of a

class served by a teacher employed less than full-time, exceeds those limits specified in the portion of the plan required by 41.408(2)*"b"*(2).

Appendix B

District Developed Special Education Service Delivery Plan
Marion Independent 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 by mail, phone or e-mail to:

Gregory A. Thomas, PhD, Associate Superintendent

777 S. 15th Street

Marion, IA 52302

319-377-4691

gthomas@marion-isd.org

Comments must be received by (date): February 20, 2014 – March 20, 2014

Board Approval:

APPENDIX C

Caseload

	The student receives specially designed instruction/supports for:			
Student	Less than 5 hours per week	Between 5 and 12.5 hours per week	Between 12.5 and 24 hours per week	Between 24 and 35 hours per week

x 1.25=____ x 1.5=____ x 2=____ x 3=____

Total:_____