

**ADEL DESOTO MINBURN
COMMUNITY SCHOOL DISTRICT**



**Special Education
Service Delivery Plan
Reviewed 2018**

Board Approval Date anticipated July 2018

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.”

The following are the committee members whom created this document and their relationship to the district.

- Greg Dufoe (Superintendent)
- Misty Christensen (Heartland AEA Regional Director)
- Lee Griebel, (High School Principal)
- Kim Timmerman (Middle School Principal)
- Jodi Banse (DeSoto Intermediate Principal)
- Kimberly Anderson (Adel Elementary Principal)
- Ann Heitz (Special Education Instructional Coach), Abbie Mahoney, Tammie Smith, Michelle Siefken, Lindsay Stanford, Bart Whipps, Gloria Whisner (Special Education Teachers)
- Candy Kirkman-Sloan, Krysten Herrick, Hallie Edgerly, Natalie Jennison (General Education Teachers)
- Sara McIntyre, Heidi Conner, Meredith Tapken, Corinn Tiwari (Parents)

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

Continuum of Services

Continuum of Services for Early Childhood

For the purpose of this plan, the regular early childhood program and teacher will be identified as general education early childhood program and general education early childhood teacher.

General Education Early Childhood Program is defined as a program where less than fifty percent of the children have disabilities and Early Childhood Special Education Program is more than fifty percent of the children have disabilities. A general education early childhood program, with teacher holding a dual endorsement, means a child is served in the general education early childhood classroom with a teacher who holds a valid practitioner's license issued by the Board of Educational Examiners that includes pre-kindergarten and early childhood special education.

Consulting Teacher Services: Consulting teacher services are defined as indirect services provided by a licensed early childhood special education teacher to a general education early childhood teacher in adjusting the learning environment and/or modifying his/her instructional methods using specially designed instruction strategies to meet the individual needs of a student with a disability receiving instruction in the early childhood education classroom.

Co-Teaching Services: Co-teaching services are defined as providing of specially designed instruction and academic instruction to a group of students with disabilities and non-disabled students. These services are provided by the early childhood special education teacher and general education early childhood teacher, in partnership, to meet the content and skill needs of students in the general education early childhood classroom. These services take shape in a variety of ways. 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.

Supplementary Services in the General Education Setting: Supplementary Services in the General Education Setting are defined as direct specially designed instruction provided to an individual student with a disability or to a group of students with disabilities by a certified special education teacher in a general education classroom to aid the student(s) in accessing the general education curriculum. These services are provided simultaneously with the general education content area instruction.

Supplementary Services in the Special Education Setting: Supplementary Services in the Special Education Setting 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 and supplement the instruction provided in the general education classroom through Consulting Teacher Services, Co-teaching Services, and/or Supplementary Services in the General Education Setting. The specially designed instruction provided in these settings is in addition to the instruction provided in the general education classroom.

Special Class: Special Class services for early childhood are defined as direct specially designed instruction provided to an individual student with a disability or a group of students with disabilities by a licensed early childhood special education teacher to provide instruction which is tied to the general education early childhood 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 classes, 1 to 1 student to teacher ratio, 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.

Continuum of Services for School Age

Consulting Teacher Services: Consulting Teacher services are defined as indirect services provided by a certified special education teacher to a general education teacher in adjusting the learning environment and/or modifying his/her instructional methods using specially designed instruction in the general education classroom. This level of service includes reverse consultation services that are provided from a specific certified content area teacher to a special education teacher who is teaching a class for special education students in that specific content area. Reverse consultation only needs to be provided if the special education teacher does not hold the certified endorsement in the area he/she is teaching the class in. (i.e. Special education teacher is teaching a section of math for special education students in her classroom. Special education teacher does not have a math endorsement.) The general education teacher who holds the certified content endorsement will consult with the special education teacher in teaching the content area and/or modifying his/her instructional methods using specially designed instruction in the special education classroom.

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 nondisabled students. Co-teaching is provided by both, a special education teacher and a general education teacher, in a partnership to meet the content and skill needs of students in the general education classroom. These services include the 6 different types of co-teaching strategies; 1 teach-1 drift, 1 teach-1 observe, parallel teaching, alternative teaching, station teaching, and team teaching.

Supplementary Services in the General Education Setting: Supplementary Services in the General Education Setting are defined as direct specially designed instruction provided to an individual student with a disability or to a group of students with disabilities by a certified special education teacher in a general education classroom to aid the student(s) in accessing the general education curriculum. These services are provided simultaneously with the general education content area instruction.

Supplementary Services in the Special Education Setting: Supplementary Services in the Special Education Setting 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 and supplement the instruction provided in the general education classroom through Consulting Teacher Services, Co-teaching Services, and/or Supplementary Services in the General Education Setting. The specially designed instruction provided in these settings is in addition to the instruction provided in the general education classroom.

Special Class: Special Class 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. This is delivered in a self-contained setting, with some integration into the general education setting for social interaction with peers. This service includes, but is not limited to teaching of life skills, behavior skills, social skill lessons, alternate assessment, special schools, in-home instruction for homebound students and possible instruction in hospital settings. This means the student is receiving his or her primary instruction separate from non-disabled peers.

Possible additions or changes in a students' service that could be decided by the IEP team:

- Students may receive different services at multiple points along the continuum based on their IEP needs.
- Services may be provided within the district, or through contractual agreement with other districts and/or agencies.
- The special education teacher is responsible to collect the data on times when consulting with the general education teacher or other team members who interact with the student.
- The continuum includes services for eligible individuals ages 3-21, including preschool.
- Adel DeSoto Minburn Community School District has adopted the Iowa Quality Preschool Program Standards (QPPS) for the Early Childhood Special Education/Community Preschool serving children ages three to five until kindergarten eligible.

Question 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 will be reviewed at the beginning of the school year and again at the end of the 1st semester by individual district special education teachers with their building principal and/or special education instructional coach. Caseloads may also be reviewed at any time when caseloads change by request of the teacher, principal, or special education instructional coach.

In determining special education teacher caseloads, the Adel DeSoto Minburn Community School District will use the following values to assign points to the caseloads of each teacher in the district. A full-time caseload will be considered by the following:

Preschool (3- and 4-year-olds): The regular early childhood program and early childhood special education programs must meet the criteria of the Iowa Quality Preschool Program Standards being implemented (QPPS) regarding maximum class size and teacher-child ratios.

Prekindergarten-2: A teacher may be assigned a caseload within a range of 65-85 points. This caseload limit may be exceeded if doing so does not prevent the affected teacher's ability to provide the services and supports specified in the students' IEPs. If the caseload limit is or will be exceeded by 10% for a period of 9 weeks, then a review may be requested in writing.

3-5: A teacher may be assigned a caseload within a range of 65-85 points. This caseload limit may be exceeded if doing so does not prevent the affected teacher's ability to provide the services and supports specified in the students' IEPs. If the caseload limit is or will be exceeded by 10% for a period of 9 weeks, then a review may be requested in writing.

6-12: A teacher may be assigned a caseload within a range of 85-105 points. This caseload limit may be exceeded if doing so does not prevent the affected teacher's ability to provide the services and supports specified in the students' IEPs. If the caseload limit is or will be exceeded by 10% for a period of 9 weeks, then a review may be requested in writing.

Caseload Determination Rubric for Grades Prekindergarten-2

Teacher: _____

Student: _____

	Curriculum	IEP Goals	Specially Designed Instruction	Joint planning and consultation	Paraprofessional Support	Assistive Technology	FBA/BIP	Medicaid Billing
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 support needed similar to peers	Assistive technology use is similar to peers	Student requires no FBA or BIP	Student is not billed for Medicaid
One Point	Student requires accommodations to the general curriculum	Student has 1-2 IEP goals delivered by special education teacher	106 minutes/day or less of instruction is specially designed and/or delivered by special education personnel	Special education teacher(s) conduct joint planning for 10 minutes/week or less with a general education teacher(s), paraprofessional(s) and/or AEA Staff over the course of each week	Additional individual support from an adult is needed for 106 minutes or less of the school day	Assistive technology requires limited teacher-provided individualization and/or training for the student	Requires limited time for assessment, planning, data collection and communication with others (less than 2 hours per month)	Student is billed for health services and requires limited time to collect data
Two Points	Student requires significant modifications to the general curriculum	Student has 3 IEP goals delivered by special education teacher	107-319 minutes /day of instruction is specially designed and/or delivered by special education personnel	Special education teachers(s) conduct joint planning for 11 - 20 minutes/week with a general education teacher(s), paraprofessional(s) and/or AEA Staff over the course of each week	Additional individual support from an adult is needed for 107-319 minutes of the school day	Assistive technology requires extensive teacher-provided individualization and/or training for the student	Requires 2 to 4 hours monthly for assessing, planning, data collection and communication with others	Student is billed for behavior services and requires significant time to collect and summarize data
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 delivered by special education teacher	320-425 minutes/day of instruction is specially designed and/or delivered by special education personnel	Special education teacher(s) conduct joint planning for 21 minutes/week or more with a general education teacher(s), paraprofessional(s) and/or AEA Staff over the course of each week	Additional individual support from an adult is needed from 320-425 minutes of the school day	Assistive tech requires extensive teacher-provided individualization and/or training for the student- Significant maintenance and/or upgrades for continued effective use are anticipated	Requires more than 4 hours/month for assessing, planning, data collection and communication with others	

Point Total: _____

Caseload Determination Rubric for Grades 3-5

Teacher: _____

Student: _____

	Curriculum	IEP Goals	Specially Designed Instruction	Joint planning and consultation	Paraprofessional Support	Assistive Technology	FBA/BIP	Medicaid Billing
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 support needed similar to peers	Assistive technology use is similar to peers	Student requires no FBA or BIP	Student is not billed for Medicaid
One Point	Student requires accommodations to the general curriculum	Student has 1-2 IEP goals delivered by special education teacher	104 minutes/day or less of instruction is specially designed and/or delivered by special education personnel	Special education teacher(s) conduct joint planning for 10 minutes/week or less with a general education teacher(s), paraprofessional(s) and/or AEA Staff over the course of each week	Additional individual support from an adult is needed for 104 minutes or less of the school day	Assistive technology requires limited teacher-provided individualization and/or training for the student	Requires limited time assessment, planning, data collection and communication with others (less than 2 hours per month)	Student is billed for health services and requires limited time to collect data
Two Points	Student requires significant modifications to the general curriculum	Student has 3 IEP goals delivered by special education teacher	105-311 minutes /day of instruction is specially designed and/or delivered by special education personnel	Special education teacher(s) conduct joint planning for 11 -20 minutes/week with a general education teacher(s), paraprofessional(s) and/or AEA Staff over the course of each week	Additional individual support from an adult is needed for 105-311 minutes of the school day	Assistive technology requires extensive teacher-provided individualization and/or training for the student	Requires 2 to 4 hours monthly for assessing, planning, data collection and communication with others	Student is billed for behavior services and requires significant time to collect and summarize data
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 delivered by special education teacher	312-415 minutes /day of instruction is specially designed and/or delivered by special education personnel	Special education teacher(s) conduct joint planning for 21 minutes/week or more with a general education teacher(s), paraprofessional(s) and/or AEA Staff over the course of each week	Additional individual support from an adult is needed from 312-415 minutes of the school day	Assistive tech requires extensive teacher-provided individualization and/or training for the student- Significant maintenance and/or upgrades for continued effective use are anticipated	Requires more than 4 hours for assessing, planning, data collection and communication with others	

Point Total: _____

Caseload Determination Rubric for Grades 6-8

Teacher: _____

Student: _____

	Curriculum	IEP Goals	Specially Designed Instruction	Joint planning and consultation	Paraprofessional Support	Assistive Technology	FBA/BIP	Medicaid Billing	Transition Services
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 support needed similar to peers	Assistive technology use is similar to peers	Student requires no FBA or BIP	Student is not billed for Medicaid	Student does not require additional transition services beyond typical peers
One Point	Student requires accommodations to the general curriculum	Student has 1-2 IEP goals delivered by special education teacher	110 minutes/day or less of instruction is specially designed and/or delivered by special education personnel	Special education teacher(s) conduct joint planning for 10 minutes or less/week with a general education teacher(s), paraprofessional(s) and/or AEA Staff over the course of each week	Additional individual support from an adult is needed for 110 minutes or less of the school day	Assistive technology requires limited teacher-provided individualization and/or training for the student	Requires limited time assessment, planning, data collection and communication with others (less than 2 hours per month)	Student is billed for health services and requires limited time to collect data	Student requires limited time for planning, having collaborative conversations, and coordinating transition activities
Two Points	Student requires significant modifications to the general curriculum	Student has 3 IEP goals delivered by special education teacher	111-330 minutes/day of instruction is specially designed and/or delivered by special education personnel	Special education teacher(s) conduct joint planning for 11-20 minutes/week with a general education teacher(s), paraprofessional(s) and/or AEA Staff over the course of each week	Additional individual support from an adult is needed for 111-330 minutes of the school day	Assistive technology requires extensive teacher-provided individualization and/or training for the student	Requires 2 to 4 hours monthly for assessing, planning, data collection and communication with others	Student is billed for behavior services and requires significant time to collect and summarize data	Student requires significant time for planning, having collaborative conversations, and coordinating transition activities and group community services
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 delivered by special education teacher	331-440 minutes/day of instruction is specially designed and/or delivered by special education personnel	Special education teacher(s) conduct joint planning for 21 minutes/week or more with a general education teacher(s), paraprofessional(s) and/or AEA Staff over the course of each week	Additional individual support from an adult is needed from 331-440 minutes of the school day	Assistive tech requires extensive teacher-provided individualization and/or training for the student- Significant maintenance and/or upgrades for continued effective use are anticipated	Requires more than 4 hours for assessing, planning, data collection and communication with others		Student requires extensive time for planning, having collaborative conversations, and coordinating transition activities, multiple group or individualized community experiences

Point Total: _____

Caseload Determination Rubric for Grades 9-12

Teacher:

Student:

	Curriculum	IEP Goals	Specially Designed Instruction	Joint planning and consultation	Paraprofessional Support	Assistive Technology	FBA/BIP	Medicaid Billing	Transition Services
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 support needed similar to peers	Assistive technology use is similar to peers	Student requires no FBA or BIP	Student is not billed for Medicaid	Student does not require additional transition services beyond typical peers
One Point	Student requires accommodations to the general curriculum	Student has 1-2 IEP goals delivered by special education teacher	104 minutes/day or less of instruction is specially designed and/or delivered by special education personnel	Special education teacher(s) conduct joint planning for 10 minutes or less/week with a general education teacher(s), paraprofessional(s) and/or AEA Staff over the course of each week	Additional individual support from an adult is needed for 104 minutes or less of the school day	Assistive technology requires limited teacher-provided individualization and/or training for the student	Requires limited time assessment, planning, data collection and communication with others (less than 2 hours per month)	Student is billed for health services and requires limited time to collect data	Student requires limited time for planning, having collaborative conversations, and coordinating transition activities
Two Points	Student requires significant modifications to the general curriculum	Student has 3 IEP goals delivered by special education teacher	105-312 minutes/day of instruction is specially designed and/or delivered by special education personnel	Special education teacher(s) conduct joint planning for 11 -20 minutes/week with a general education teacher(s), paraprofessional(s) and/or AEA Staff over the course of each week	Additional individual support from an adult is needed for 105-312 minutes of the school day	Assistive technology requires extensive teacher-provided individualization and/or training for the student	Requires 2 to 4 hours monthly for assessing, planning, data collection and communication with others	Student is billed for behavior services and requires significant time to collect and summarize data	Student requires significant time for planning, having collaborative conversations, and coordinating transition activities and group community services
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 delivered by special education teacher	313-416 minutes/day of instruction is specially designed and/or delivered by special education personnel	Special education teacher(s) conduct joint planning for 21 minutes or more/week with a general education teacher(s), paraprofessional(s) and/or AEA Staff over the course of each week	Additional individual support from an adult is needed from 313-416 minutes of the school day	Assistive tech requires extensive teacher-provided individualization and/or training for the student- Significant maintenance and/or upgrades for continued effective use are anticipated	Requires more than 4 hours for assessing, planning, data collection and communication with others		Student requires extensive time for planning, having collaborative conversations, and coordinating transition activities, multiple group or individualized community experiences

Point Total: _____

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

Caseloads will be reviewed at the beginning of the school year and at the end of the 1st semester by individual district special education teachers with their building principal and/or special education instructional coach and may be reviewed at any time when caseloads change by request of the teacher, principal, or special education instructional coach. If the caseload limit is or will be exceeded by 10% for a period of 9 weeks, 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, he/she may request a caseload review.

REQUESTING A CASELOAD REVIEW

1. Teacher shall request and be granted a meeting with the building principal to discuss caseload. Such meetings shall be informal in nature and solution-focused. The principal shall keep a record of the meeting date, teacher name, concerns, and possible revisions to the caseload.
2. If the teacher feels further consideration is warranted, written notice of the concern shall be submitted to the building principal within five working days following the informal conference. The written notice should express the specific caseload concern and a suggested or preferred resolution to the concern.
3. The building principal shall convene a review committee within ten working days to listen to the concern from the referring teacher and to problem solve. This committee will include the building principal and the special education teacher and at least one other member such as: AEA personnel, or other district administrator. Prior to this meeting, the teacher shall gather the relevant data as outlined in the caseload determination document that is part of the District Special Education Plan in addition to the teacher's schedule. This information will be provided to the principal at least 24 hours prior to the scheduled meeting. During the meeting, the committee will consider available resources and scheduling possibilities. Corrective actions may include, but not limited to: realigning students, reviewing assignment of paraprofessionals, reorganizing teacher resources, hiring additional staff, or prioritizing collaboration efforts to improve the delivery of special education services to all special education students. The options of corrective actions will be considered, with the goal of the committee to reach consensus. Within five working days after the meeting, the principal shall submit a written response to the teacher and to the Superintendent's office.
4. If the written response does not resolve the caseload concern, the teacher has five working days after receiving the written response to submit a written appeal to the Superintendent's office. The written appeal should clearly state the concern, the proposed resolution(s) suggested by the review committee and all the data that was provided to the review committee.
5. Within ten working days after receiving the appeal, a representative from the Superintendent's office shall convene a meeting with the teacher and the principal to discuss the concern. This representative shall then submit a written response to the teacher and principal within five days of the meeting.
6. If the written response does not resolve the caseload concern, the teacher may appeal to the AEA Director of Special Education in writing, also providing a copy of the appeal to the Superintendent's office.

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 ADM School District will examine their State Performance Plan (SPP) and Annual Progress Report (APR) data to determine priorities and develop an action plan, as needed, for special education. If the district meets SPP/APR 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. This information is documented in the district's CASA Plan.

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 Adel DeSoto Minburn School Board approved the committee on March 18, 2018.

The district assures prior to the school board adoption, this delivery system was available for comment by the general public.

The District Developed Special Education Plan was posted on the district website May 8, 2018 until June 8, 2018. There were zero comments received from the 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.

The Adel DeSoto Minburn Board approved the plan on July 9, 2018 at their regular board meeting.