
Midland Community Schools



Special Education District Service Delivery Plan

Adopted _____, 2024

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Draft

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 were selected by the Midland Community School District and included parents of eligible individuals, special education teachers, general education teachers, administrators, and at least one representative of the Area Education Agency. The Midland Community School District selected the following members to complete the Special Education Service Delivery Plan.

Parent Representatives: Jill Forker, Lindsay Gile

Special Education Teachers: Haley Carlson, Shelby Denniston, Katalin Rushford, Charlene Tracy, Kirstie Dircks, Dalton Harms, Tracy Zirkelbach

General Education Teachers: Mallory McDermott, Gen Schroeder,

District Administrators: Terese Jurgensen, Bobby Willms, Deanna Martens

AEA Representation: Ann Norton, Renee Green

The content requirements of the District Developed Plans are met through a set of five questions and a series of assurances. Most recent updates to the delivery plan took place in the 2023–2024 academic year. The following steps were followed to complete the service delivery plan.

Step 1: The district selects the committee.

Step 2: The committee develops the plan.

Step 3: The plan is available for public comment.

Step 4: The AEA Special Education Director verifies plan compliance.

Step 5: The district school board approves the plan prior to adoption.

According to a data review conducted by the team using IDEA-DA data compiled from 3 years of ISASP data in the areas of English Language Art and Math, as well as Conditions for Learning, and annual ISASP data, the team concluded that adult-student relationships for students with IEPs are more positive than for students without IEPs. ELA and math growth for students with IEPs has surpassed state levels. There is a gap in overall proficiency for students with IEPs, particularly in mathematics, and Midland is lower than the state average in terms of students with IEPs attending classes in the regular classroom at least 80% of the time. As a result, the service delivery plan was revised to ensure a strong system of support is provided to eligible individuals.

Draft

How will service be organized and provided to eligible individuals ages 3-21?

ELIGIBLE INDIVIDUALS

A learner eligible for special education services in Iowa is entitled to Specially Designed Instruction (SDI) at no cost to the family, to meet his/her unique needs as a learner with a disability. This includes adapting as appropriate to the needs of the individual learner, the content, methodology or delivery of instruction to address his/her unique needs that result from a disability and to ensure access to the general curriculum, so that he/she can meet the educational standards that apply to all children (IAC 41.39). These special education and related services must be designed to meet the learner's unique needs and prepare them for further education, employment and independent living (CFR300.1; IAC 41.1).

THE GENERAL CURRICULUM

The general curriculum includes the curriculum expected of all children. In Iowa that may include the Iowa Core, Iowa Core Essential Elements, the Iowa Early Learning Standards, and school-based expectations that may be evident in Skills for Learning, student handbooks etc. References to the Iowa Core throughout this document are referring to the general curriculum most related to the learner and their area of need.

SDI in a MTSS FRAMEWORK

Learners eligible for special education services are entitled to SDI to address their unique needs and to ensure access to the general curriculum so they can meet educational standards. Therefore, in many cases learners with disabilities will need supports including targeted and/or intensive interventions. This may include accommodations, modifications, services and supports within and across a continuum of educational supports. For example, a learner with a disability and IEP goal in reading may require accommodations such as books specifically selected for his or her reading level or e-text to be able to access instruction at the universal tier. A learner may also require individualized instruction such as preteaching/reteaching to be able to engage with universal instruction. However, they may also need individualized instruction in specific skills and intensified instruction to progress toward grade level standards. These supports and services are just examples of SDI that a learner may need that extends across the tiers of an MTSS system ranging from more intensive to less intensive. What is most important to know is that SDI can occur in any educational setting and includes all of the unique educational needs of a learner with a disability.

(Iowa's SDI Framework, Revision August 2018)

GUIDING PRINCIPLES

It is essential school teams believe that all students can learn at high levels. Teams must share collective responsibility for all students' learning. General and special education teachers must be involved in collaborative team meetings taking ownership of every student mastering targets. The following foundational beliefs are of key importance as we work together to improve our special education outcomes, services and Specially Designed Instruction (SDI) for our learners:

- Learners receiving special education services are general education learners first and always.
- Highly effective special education services and outcomes are dependent on highly effective Universal Instruction and a school-wide intervention system.
- Effective SDI is designed through collaboration between families and highly qualified educators.
- SDI is delivered by special education and general education teachers and professionals in various settings across the day.
- The Iowa Core Standards, Iowa Core Essential Elements, Early Learning Standards, and school-based expectations should drive diagnosis, design and delivery of SDI.
- Highly effective SDI flows from high quality and specific assessment information.
- SDI supports learners to use tools, materials and strategies to access Iowa Core Standards and reach grade-level aligned goals.
- SDI helps learners to address their unique needs as a result of the individual's disability.

(Iowa Department of Education; Iowa's SDI Framework, Revision August 2018)

LEAST RESTRICTIVE ENVIRONMENT

The least restrictive environment (LRE) is the educational environment that enables learners with disabilities to receive an appropriate education and provides the learners with maximum opportunities for interaction with peers without disabilities.

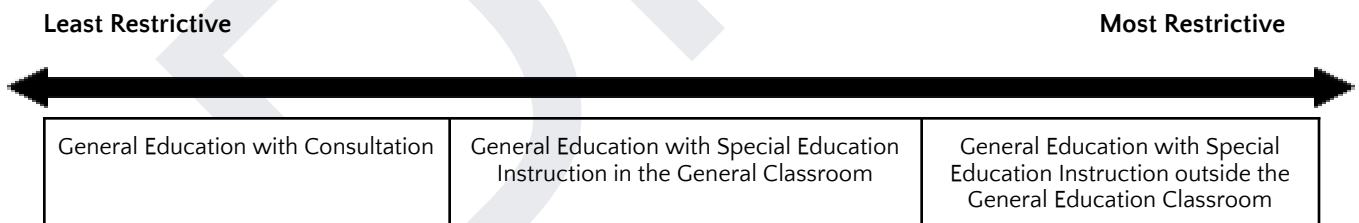
LRE is grounded in the idea that while the general education environment is the most ideal setting for learners, some learners may need different settings in order to receive an appropriate education. Removal from the general education environment may occur only if the nature or severity of the disability is such that education in regular classes (with the use of supplementary aids and services) cannot be achieved satisfactorily. [41.114(2)b]

Supplementary aids and services are aids, services, and supports that enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate. [41.42] Therefore, **a continuum of services** is provided. The continuum includes services for eligible individuals ages 3 to 21. Services may be provided within the district, or through

contractual agreement with other districts and/or agencies. Students may receive different services at multiple points along the continuum based on the Individualized Education Program (IEP).

When developing an eligible individual's IEP and making placement decisions, the team shall consider the following questions, as well as any other factors appropriate under the circumstances, regarding the provision of special education and related services [41.116(4)a.]:

- 1) What accommodations, modifications and adaptations does the individual require to be successful in a general education environment?
- 2) What are barriers to providing these accommodations, modifications and adaptations within the general education environment?
- 3) What supports are needed to assist the teacher and other personnel in providing these accommodations, modifications and adaptations?
- 4) How will receipt of special education services and activities in the general education environment impact this individual?
- 5) How will provision of special education services and activities in the general education environment impact other students?



Students may receive different services at multiple points along the continuum based on the IEP

Each service delivery model along Midland's continuum is described on the following pages, including specific roles and responsibilities of the general and special educators supporting the eligible individual within each model.

GLOSSARY:

Accommodation: Support provided for any skill other than the one that is being targeted to help a student access settings, opportunities, and the general curriculum. For example, if targeting driving skills, wearing glasses would be an accommodation.

Differentiation: Tailoring of instruction to meet individual needs in an attempt to address the variation of learners in the classroom.

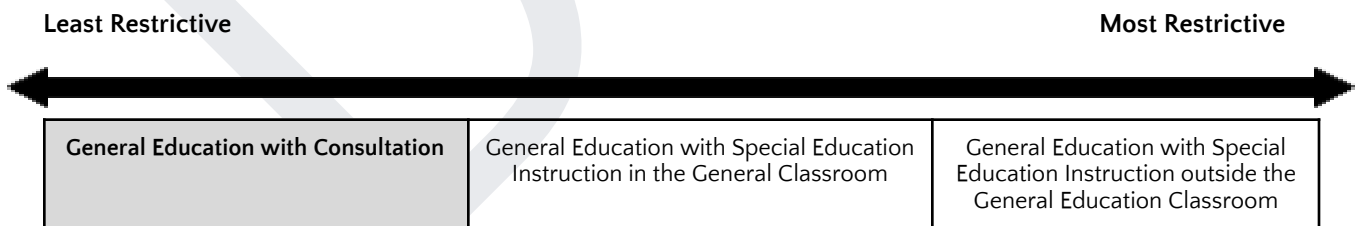
Modification: Support for the very skill being targeted; changes made to the content and performance standards, prioritization or reduction of the expectation of attainment of the learning standards. For example, if targeting vision, wearing glasses would be a modification.

SDI: This is an acronym for *pecially designed instruction*. This includes adapting as appropriate to the needs of the individual learner, the content, methodology or delivery of instruction to address his/her unique needs that result from a disability and to ensure access to the general curriculum, so that he/she can meet the educational standards that apply to all children (IAC 41.39)

General Education with Consultation

The learner will be served in the general education classroom with consultation and support from the special education teacher and/or service providers. A special education teacher is responsible for monitoring student IEP goal progress and serves in a consultative role to a general education teacher who carries the primary responsibility for collaboratively designed instruction.

General Education Teacher Role/Responsibilities	Special Education Teacher Role/Responsibilities
<ul style="list-style-type: none"> ● Oversee all general education instruction ● Implement high-quality differentiation practices ● Communicate with special educator about general education curriculum and instruction ● Understand, utilize, and share applicable and available resources ● Understand student IEPs ● Collaborate regularly and frequently with the special education teacher in order to design SDI and to build awareness of student's growth on IEP goal ● Deliver SDI within special skill areas and instructional activities during targeted times ● Provide accommodations and/or modifications needed to enable access to general education curriculum ● Engage in ongoing communication and professional learning with all educators to assist with understanding of learning progressions within the Iowa Core 	<ul style="list-style-type: none"> ● Oversee the provision of SDI and goal progress within specific skill areas and instructional activities ● Monitor the learner's progress on IEP goals ● Collaborate with the general education teacher in the instructional design and preparation of materials, application of skills in the general education setting, and accommodations and/or modifications as outlined in the IEP (indirect services) to enable access to the general education curriculum and to oversee the provision of accommodations, modifications, SDI, data collection, and data analysis ● Understand the general education curriculum and differentiation practices ● Understand, utilize, and share applicable and available resources ● Engage in ongoing communication and professional learning with all educators to assist with understanding of learning progressions within the Iowa Core

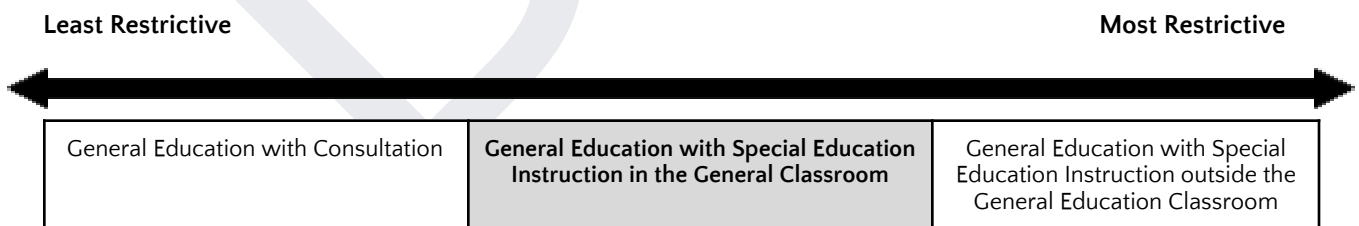


Students may receive different services at multiple points along the continuum based on the IEP

General Education with Special Education Instruction in the General Classroom

The learner receives special education support in the general education classroom through a collaborative model, in which the special education teacher provides services in the general education classroom at targeted times (providing instruction *outside* of the classroom only incidentally, as needed). The purpose of sharing responsibility is to provide SDI, accommodations, and/or modifications to allow the learner to access the general education curriculum, and for skill-building that results in increased capacity of general educators to differentiate and execute the IEP with fidelity.

General Education Teacher Role/Responsibilities	Special Education Teacher Role/Responsibilities
<ul style="list-style-type: none"> ● Oversee all general education instruction ● Implement high-quality differentiation practices ● Provide pre teaching, remediation, reteaching, intervention, etc., as needed ● Communicate with special educator about general education curriculum and instruction ● Collaboratively provide accommodations and/or modifications needed to enable access to the general curriculum ● Engage in ongoing communication and professional learning with all educators to assist with understanding of learning progressions within the Iowa Core 	<ul style="list-style-type: none"> ● Oversee the provision of SDI and goal progress within specific skill areas and instructional activities ● Deliver specially designed instruction (or other assistance as documented in the IEP) to the learner or group of learners in the general education classroom at targeted times ● Monitor the learner’s progress on IEP goals and share with general education teacher ● Understand, utilize, and share applicable and available resources ● Collaboratively provide accommodations and/or modifications needed to enable access to the general curriculum; understand the general education curriculum ● Engage in ongoing communication and professional learning with all educators to assist with understanding of learning progressions within the Iowa Core

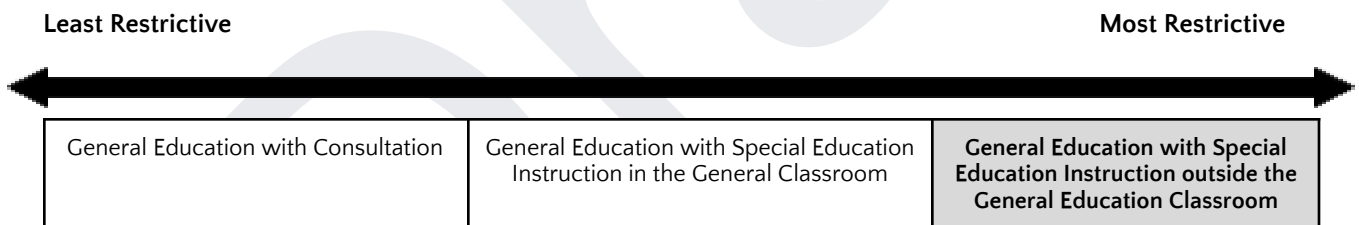


Students may receive different services at multiple points along the continuum based on the IEP

General Education with Special Education Instruction outside the General Education Classroom

The learner 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 special educational setting.

General Education Teacher Role/Responsibilities	Special Education Teacher Role/Responsibilities
<ul style="list-style-type: none"> ● Oversee all general education instruction ● Implement high-quality differentiation practices ● Communicate with special educator about general education curriculum and instruction ● Provide accommodations and modifications needed to enable access in the general curriculum ● Engage in ongoing communication and professional learning with all educators to assist with understanding of learning progressions within the Iowa Core 	<ul style="list-style-type: none"> ● Deliver SDI and provide accommodations and modifications needed to enable access instruction ● Monitor learner's progress on IEP goals ● Understand and utilize applicable and available resources ● Understand and implement specialized instructional and differentiated practices ● Engage in ongoing communication and professional learning with all educators to assist with understanding of learning progressions within the Iowa Core



Students may receive different services at multiple points along the continuum based on the IEP

When services cannot be appropriately provided within the school building, the student may receive selected services or all services he/she needs in a separate setting (including, but not limited to special classes, special schools, home instruction, and instruction in hospitals and institutions). The special education teacher/services provider is responsible for monitoring the student's progress on IEP goals.

Early Childhood Special Education:

The learner is served in an inclusive general education early childhood classroom. A teacher that holds a valid practitioner's license issued by the Board of Educational Examiners that includes prekindergarten and early childhood special education is responsible for overseeing implementation of the IEP, designing SDI, preparing of materials, adaptations and accommodations, and monitoring the child's progress as specified in the child's IEP. The teacher will collaborate with other professionals who are supporting the learner's needs and/or are specified in the IEP (such as occupational therapist, physical therapist, speech language pathologist).

It is understood that the district caseload matrix exists to ensure that teacher caseloads do not become unmanageable and compromise the provision of services prescribed in the IEPs. The manageability of the preschool special education teacher's caseload will be determined through conversation with the principal or Director of Special Education (as opposed to the K-12 caseload matrix worksheet), who will review the teacher's proposed caseload in the spring, actual caseload in the fall, and conduct a mid-year review.

Preschool age classrooms will utilize the QPPS guidelines (teacher-child ratio of 1:10, maximum class size of 20). If a paraeducator is assigned to provide specific support or services identified in a child's IEP, the child is included in the count for class size but the paraeducator is not included in the count for teacher-child ratio. Early Childhood Special Education is defined by the Iowa Department of Education as a classroom with more than 50% of students with disabilities.

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

Caseloads for special education teachers will be tentatively set in the spring for the following school year. Caseloads may be modified based on summer registration and actual fall enrollments. The Director of Special Education will review each special education teacher's proposed caseload in the spring and each special education teacher's actual caseload in the fall. The Director of Special Education will also conduct a mid-year review of each teacher's caseload.

In determining special education teacher caseloads, the Midland Community School District will use the following values to assign points to the caseloads of each teacher in the district. A teacher may be assigned a caseload typically ranging between 45-60 points.

The student support matrix worksheet (Table A) is completed for each student on a teacher's roster. The teacher's total caseload will then be determined by entering the points into a caseload monitoring form (Table B).

Midland Caseload Calculation Form for Individual STUDENT (Table A)

Teacher: _____ Student: _____

Item Number	Score Descriptor	√	Points Assigned
1. Number of students	Students is on your roster (you are responsible for writing the IEP, IEP meeting, progress monitoring, and reporting to parents)		1
	Student is instructed and progress monitored by you, but not on your roster		.25
2. Amount of specially designed instruction (including students not on roster)	Up to 2 hours per day of specially designed instruction (SDI)		1
	Between two and four hours per day of SDI		2
	More than 4 hours per day of SDI		3
3. Physical needs	Students are on your roster and dependent on an adult for their physical needs (e.g. feeding, toileting, mobility)?		1
	Student requires your direct support providing physical assistance in the following areas: a. Two-person transfer b. Toileting c. Feeding d. Other	a.) b.) c.) d.)	a.) 1 b.) .25 c.) .25 d.) .25
4. BIPs	Student is on your roster and has a behavior intervention plan (BIP)?		2
5. Paras	Number of paraeducators student has that you collaborate with		1 pt. each
6. Alternate Assess.	Students is on alternate assessment		3
	Students is on both ELAA and DLM simultaneously		.5
7. Number of IEP goals progress monitored by teacher	One to two goals progress monitored by the teacher		1
	Three goals progress monitored by the teacher		2
	Four or more goals progress monitored by the teacher		3
8. ECO / transition	IEP has Early Childhood Outcomes/transition for students starting at age 14/senior post-secondary reports		.5
Total Points		=	

Midland Caseload Monitoring Form for Individual TEACHER (Table B)

Teacher: _____

Item Number	Score Descriptor	Number of students	Points Assigned
1. Number of students	How many IEP students are on your roster (you are responsible for writing the IEP, IEP meeting, progress monitoring, and reporting to parents)?	__ x 1	
	How many IEP students do you instruct and progress monitor the goal but who are not on your roster?	__ x .25	
2. Amount of specially designed Instruction (including students not on roster)	Up to 2 hours per day of specially designed instruction (SDI) per student	__ x 1	
	Between two and four hours per day of SDI per student	__ x 2	
	More than 4 hours per day of SDI per student	__ x 3	
3. Physical needs	How many students on your roster are dependent on an adult for their physical needs (e.g. feeding, toileting, mobility)?	__ x 1	
	How many students require your direct support providing physical assistance in the following areas: a. Two-person transfer b. Toileting c. Feeding d. Other	a. __ x 1 b. __ x .25 c. __ x .25 d. __ x .25	
4. BIPs	How many roster students are on a behavior intervention plan (BIP)?	__ x 2	
5. Paras	How many paraeducators do you collaborate with?	__ x 1	
6. Alternate Assess.	How many students are on alternate assessment?	__ x 3	
	How many students are on both ELAA and DLM simultaneously?	__ x .5	
7. Number of IEP goals progress monitored by teacher	One to two goals progress monitored by the teacher	__ x 1	
	Three goals progress monitored by the teacher	__ x 2	
	Four or more goals progress monitored by the teacher	__ x 3	
8. ECO / transition	Number of IEPs with Early Childhood Outcomes/transition for students starting at age 14/senior post-secondary reports	__ x .5	
Total Points		=	

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

When a special education teacher has concerns about his/her caseload, the first step should be to contact the building principal in an effort to identify solutions to the problem. The principal will meet with the teacher within approximately 10 working days. If the concern is not resolved at that level, a written request for a caseload review may be submitted to the Director of Special Education with relevant supporting information which at a minimum would include completion of the Caseload Determination Worksheet. Upon review, the Director of Special Education will meet with the teacher and building principal within 10 working days to engage in an informal solution-focused conversation in relation to the caseload concern to determine whether there is a need to adjust the teacher's roster or provide additional staff assistance and/or other supports. The Director of Special Education will provide a written summary of the determination to the teacher and building principal. If the person requesting the review does not agree with the solution, he/she may appeal in writing to the Superintendent.

What process will be used to evaluate the effectiveness of the delivery system for eligible individuals?

Individual student progress on IEP goals (including BIP implementation data) will be reviewed and discussed on a regular and ongoing basis every 4-6 weeks by the special education teacher and other special education teachers, the general education teacher, AEA consultant, AEA specialists, other service providers, and school administrator, as appropriate. The purpose of this review is to determine if adequate progress is being made, if any adjustment in evidence-based instruction is needed, or if other targeted or intensive interventions are needed.

At the district level, IEP subgroup data for each school will be reviewed on an annual basis by the administrative team and, as appropriate, leadership teams within buildings. This data review process will provide considerations for priorities, potential action steps (in conjunction with the district's IDEA-DA action plan) and whether or not revisions to the delivery system need to be considered.

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 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.