“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 group of individuals includes:

– *Parent of Eligible Individual- Stephanie Weig*

– *Special Education Teacher- Traci Heuton*

- *General Education Teacher - John Jamison*

– *AEA Representative*

*-Administrator- Troy Oehlertz*

*-Superintendent- Kevin Wood*

*Updated November 23, 2021*

Dates of Implementation at Laurens Marathon:

Date of School Board Action: October 11, 2021

The Laurens Marathon District Developed Service Delivery Plan will be shared at the School Improvement Advisory Committee. The plan will then be made available to the public for viewing and comment November 13-December 13. The plan will be posted on the school website – www.https://www.laurens-marathon.k12.ia.us/ or available from in the administrative offices at Laurens Marathon.

Date - Plan goes to the AEA Special Education Director for compliance verification.

Date- School board approves final Laurens Marathon District Developed Service Delivery Plan.

***Plan***

**Laurens Marathon Continuum of Services**

***Regular Early Childhood Program with Teacher holding Dual Endorsements:*** 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 pre-kindergarten/early childhood special education. The teacher is responsible for direct instruction, preparation of materials, adaptations and accommodations as specified in the IEP. The teacher with dual endorsement is responsible for implementing and monitoring the child’s progress according to the IEP.

***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 strategies to meet the individual needs of a student with a disability receiving instruction in the general 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 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.

***Collaborative Services:*** Collaborative services 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.

***Pull-Out Services:*** Pull-Out 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 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. Pull-out services supplement the instruction provided in the general education classroom through Consulting Teacher services or Collaborative/Co-teaching services. The specially designed instruction provided in Pull-out settings does not supplant the instruction provided in the general education classroom.

***Special Class with Integration:*** 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 to provide instruction which is tied to the general education curriculum, but has been modified to meet the unique needs of the student(s) in a self-contained, integrated general education, or alternative setting (including, but not limited to special classes, 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. We provide the least restrictive environment for each individual.

**Note:**

**-** 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 continuum of services includes services for eligible individuals ages 3-21.

***Laurens Marathon DDSD Plan***

**Laurens Marathon District Developed Special Education Service Delivery 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 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.

**Laurens Marathon Caseload Determination**

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 and/or special education coordinator.

In determining teacher caseloads, the Laurens Marathon Community School District will use the ***Laurens Marathon DDSD Plan***

following values to assign points to the programs of each eligible individual receiving an instructional program in the district.

A teacher whose caseload exceeds a caseload determination of 125 total points, may submit a request for a caseload review with their special education coordinator and/or building principal. 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 prevent the affected teacher’s ability to provide the services and supports specified in his or her student’s IEPs.

Laurens Marathon’s regular early childhood program and early childhood special education programs must meet the criteria of the Preschool Program standard being implemented regarding maximum class size and teacher-child ratios. The following defines those programs:

Programs for 3 year olds - 1:8; 4 year olds - 1:10; 5 year olds and over 1:10

***Laurens Marathon DDSD Plan***

**Caseload Rubric Points Definitions:**

**Curriculum:**

Zero Points: Student is functioning in the general education curriculum at a level similar to peers

One Point: Student requires accommodations to the general curriculum

Two Points: Student requires modifications to the general curriculum

Three Points: Adaptations to grade level curriculum requires specialized instructional strategies (IAA used to measure progress)

**IEP Goals:**

Zero Points: Student has IEP goals instructed by another teacher or service provider One Point: Student has 1-2 IEP goals

Two Points: Student has 3 IEP goals

Three Points: Student has 4 or more IEP goals

**Specially Designed Instruction:**

Zero Points: Student requires specially designed instruction up to 5% of the day based on a 430 min. school day

One Point: Student requires specially designed instruction up to 6%- 25% of the day based on a 430 min. school day

Two Points: Student requires specially designed instruction up to 26%- 50% of the day based on a 430 min. school day

Three Points: Student requires specially designed instruction more than 50% of the day based on a 430 min. school day

**Joint Planning w/ General Education Teachers/Para:**

Zero Points: Joint planning typical for that provided for all students

One Point: Special Education teachers conduct joint planning with 1 general education teacher or paraprofessional over the course of a week

Two Points: Special Education teachers conduct joint planning with 2-3 general education teacher or paraprofessional over the course of a week

Three Points: Special Education teachers conduct joint planning with 4+ general education teacher or paraprofessional over the course of a week

**Collaboration with SLP/OT/PT/Vision/Outside Agencies/Medicaid Billing:** Zero Points: Joint planning typical for that provided for all students

One Point: Special Education teachers conduct joint planning with 1 AEA/outside agency over the course of a week

Two Points: Special Education teachers conduct joint planning with 2-3 AEA/outside agency over the course of a week

Three Points:Special Education teachers conduct joint planning with 4+ AEA/outside agency over the course of a week

***Laurens Marathon DDSD Plan***

**Para Support:**

Zero Points: Individual support needed similar to peers

One Point: Additional individual support from an adult is needed for up to 25% of the school day Two Points: Additional individual support from an adult is needed for 26-70%% of the school day Three Points: Additional individual support from an adult is needed for 71-100% of the school day

**Assistive Technology:**

Zero Points: Assistive Technology use is similar to peers

One Point: Assistive technology requires limited teacher-provided individualization/or training for the student Two Points: Assistive technology requires extensive teacher-provided individualization/or training for the student including AIM

Three Points: Assistive technology requires extensive teacher-provided individualization/or training for the student, including AIM -

significant maintenance and/or upgrades for continued effective use are anticipated

**Assessments:**

Zero Points: Individual support needed similar to peers

One Point: Accommodations that can be done in the general education setting

Two Points: Accommodations that may require pull out during testing

Three Points: Iowa Alternate Assessment

**FBA/BIP:**

Zero Points: Student requires no Safety/FBA/BIP

One Point: Requires limited time assessment, planning, data collection and communication with others (not more than 2 hours per month)

Two Points: Requires 2-4 hours monthly for assessment, planning, data collection and

communication with others

Three Points: Requires 4 or more hours monthly for assessment, planning, data collection and communication with others

**Health Plan:**

Zero Points: Student requires no Health or Safety Plan

One Point: Requires limited time assessment, planning, data collection and communication with others (not more than 2 hours per month)

Two Points: Requires 2-4 hours monthly for assessment, planning, data collection and communication w/ others Three Points: Requires 4 or more hours monthly for assessment, planning, data collection and communication w/ others.

**One point for 3rd year re-evaluation**

**One point for Transition IEP**

***Laurens Marathon DDSD Plan***

**Caseload Rubric**

***Laurens Marathon DDSD Plan***

**Resolving Caseload Concerns**

Caseloads will be reviewed at least twice a year – once in the fall and once in the spring – by individual LEA special education teachers with the special education coordinator and/or building principal.

**Caseload Review** Monitoring of teacher caseloads using student count rosters will take place on an ongoing basis.

**Resolution of Conflict**

**Step 1:** The special education teacher and special education coordinator will attempt to resolve any caseload issue together

**Step 2:** If the caseload issue can not be resolved within **5 working days**, the special education teacher may request a review by the AEA special education consultant, special education coordinator, and/or building principal. The special education consultant and special education coordinator will respond within **ten working days**.

**Step 3:** If the caseload issue still can not be resolved, the issue will be sent to the superintendent who may request oral and/or written responses. The superintendent will issue a written decision within **ten working days** of receiving the caseload review.

*\*Note: The superintendent may adjust or modify this procedure at any time to the extent necessary in order to meet the needs of the district.*

***Laurens Marathon DDSD Plan***

**Laurens Marathon District Developed Service Delivery Plan:** (DDSD Plan) Effectiveness

“The district will examine their State Performance Plan (SPP)/ Annual Progress Report (APR) data to determine priorities and develop an action plan. 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.”

**Compliance Verification**

***Administrative Rule***

41.408(2)c(3) The director shall verify that the delivery system is in compliance with these rules prior to LEA board adoption.

***Explanation***

When the plan is in its final form, it must be submitted to the AEA Special Education Director, who will verify that the plan is in compliance with the Iowa Administrative Rules of Special Education.

The AEA will provide the districts with more information on this process.

***Timeline***

The review by the director should take place after the public comment requirement has been completed since public comment might prompt some changes to the proposed plan.

***Checklist***

A checklist of requirements is on the following page.

***Laurens Marathon DDSD Plan***

**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 student,number of points, etc) Who will monitor caseloads How often caseloads will be monitored |  |
|  | Descriptions 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 |  |

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Information below the line for district use only

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

***Laurens Marathon DDSD 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 sub rule 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 ***Laurens Marathon DDSD Plan***

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 sub rule 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 re-adopt its delivery system using the procedures identified in paragraph *“c”* of this sub rule at least every five years or sooner if required by the state in conjunction with any determination made under this chapter.

***Laurens Marathon DDSD Plan***

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).

***Laurens Marathon DDSD Plan***

**Appendix B**

**District Developed Special Education Service Delivery Plan**

**Laurens Marathon Community 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 to:**

**Comments must be received by (date):**

**Plan (Each answer must be limited 6000 characters, including spaces)** What was the process used to develop the delivery system for eligible individuals?

How will services be organized and provided to eligible individuals?

How will caseloads of special education teachers be determined and regularly monitored? What procedures will a special education teacher use to resolve caseload concerns?

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?

***Laurens Marathon DDSD 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 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.

***Laurens Marathon DDSD Plan***

**Appendix C**

|  |  |
| --- | --- |
| **2019**  | **Activity** |
|  | School board approves development of plan and individuals on development team |
|  | Development team works to create plan |
|  | Public comment period |
|  | Plan goes to AEA Special Education Director for compliance verification |
|  | School board approves final District Developed Service Delivery Plan for compliance verification |
|  | Plan is entered into the Comprehensive School Improvement Plan |

***Laurens Marathon DDSD Plan***