



Midland Community School District

District-wide Service Delivery Plan

2011-2012

Table of Contents

Plan Development Timeline	3
Introduction.....	4
Mission Statement.....	5
Beliefs	5
Statement of Assurance	6
Continuum of Services.....	7
Description of Services	8
Levels of Service.....	12
Special Education Teacher Caseloads.....	14
Considerations.....	14
Procedures for Resolving Concerns About Caseloads	15
Caseload Review Form	17
Process for Evaluating Effectiveness.....	18
Committee for District-Wide Service Delivery Plan.....	19

Plan Development Timeline

Board Approval for creation of Service Delivery Plan.....	Sept. 19, 2005
Meeting with full committee.....	Oct. 27, 2005
Sub committee High School	Nov. 1, 2005
Sub committee Onslow	Nov. 3, 2005
Sub committee Oxford Junction	Nov. 8, 2005
Sub committee Lost Nation	Nov. 13, 2005
Sub committee Lost Nation	Nov. 15, 2005
Meeting with full committee.....	Nov. 16, 2005
Meeting with Keith Stamp	Feb. 2, 2006
Sub committee Lost Nation	Feb. 3, 2006
Sub committee High School	Feb. 6, 2006
Board Approval.....	Mar. 20, 2006

Midland Service Plan Introduction 2011-2012

As part of the continuous improvement process, Midland Community School District is dedicated to providing opportunities for all students to have access to the general education curriculum in the least restrictive environment.

The administrative rules of special education allow school districts to choose whether special education services will be provided through the prescribed delivery system or a unique delivery system. Parents, teachers, administrators, AEA staff and school board members representing Midland Community School District have chosen to provide instructional services through a unique delivery system. This plan describes the delivery system for the Midland Community School District.

Mission Statement

- Create Opportunities
- Ensure Competencies
- Develop Independence

Midland Community School District Beliefs

We believe that.....

.....Responsible people respect themselves and others in the home, school, and work place.

.....It is the school's role to provide an educational environment that assists in the development of a mentally and physically healthy individual.

.....Learning is a life long process.

.....The skills and motivation to manage resources are essential to function effectively in today's world.

.....The values of national and world citizenship are developed and strengthened by the recognition and understanding of diversity.

.....Positive relationships among neighbors in the human family are enabled by people who are honest, trustworthy and fair.

.....Communication skills are essential to function in the world today.

Statement of 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 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 Educator 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.

Superintendent

Date

Continuum of Services

It is the intent of the Midland Community School District to provide the educational and related services specified in each Individualized Education Program (IEP) in the “Least Restrictive Environment” (LRE) for each student with a disability. To assure that instruction is provided in the LRE, the District provides the following instructional support alternative:

- General classroom instruction for the entire school day, with modification and/or accommodations by the classroom teacher.
- General classroom instruction for the entire school day, with individualization of instruction by the classroom teacher during the school day.
- General classroom instruction for the entire school day, with individualized instruction or services by a special education teacher or support or related service staff member for part of the school day in the general education setting.
- General classroom instruction for most of the school day, with individualized instruction or services provided in another setting (Title I, Special Education classroom, volunteer, Speech OT, Para-educator, Counseling, At-Risk, ELP) for part of the school day.
- General classroom instruction for most of the school day, with special education instruction in basic skills areas and/or support and related services provided in the special education classroom.
- Special education classroom instruction for most of the school day, with instruction in the general classroom for part of the school day.
- Full-time instruction in Special Education classroom, with opportunities for participation with students without disabilities in non-academic and extra-curricular activities.
- Alternative settings:
 - Full-time instruction in a self-contained separate school.
 - Instruction provided in a hospital or residential facility setting on an individual or group basis.
 - Instruction provided on an individual basis in a home or special secure setting.

Description of Services

Service	Grade Levels	Service Levels	Description	Service Options
Guidance Services	PK-12	0-3	Provide and coordinate academic guidance and counseling services for all students.	<ul style="list-style-type: none"> • Guidance lessons in the classroom • Small group counseling • Individual counseling • Child study team • Career Planning • Academic Planning • Referral to Family Resource ?? • Referral for inside/outside services • Liaison between home, school and community services
At-Risk Services	PK-12	0-3	Support students who are at risk of failing due to academic, social, and/or emotional concerns.	<ul style="list-style-type: none"> • Study skill instruction • Tutorial • 504 Plans • Child Study Team • Reading Recovery • Second Chance Reading & Math • Referral for inside/outside services • Data collection and progress monitoring • In class support of general education curriculum • Liaison between home, school and community services • Modify/supplement the general education curriculum • After school support
Title I Reading/Math	K-5	0-3	Provide individual or small group instruction in reading or math for students identified in accordance to Title I	<ul style="list-style-type: none"> • Reading and/or math instruction • Data collection and progress monitoring • Consult and collaborate

			guidelines or by teacher recommendations.	<ul style="list-style-type: none"> with parents and teachers • Liaison between home, school and community services • Parent education
Special Education	Ages 3 - 21	0-3	Development and implementation of IEP (Individualized Education Plan) for students eligible for special education.	<ul style="list-style-type: none"> • Case management of IEP's • Teacher advocates for students' rights • Develops positive relationships with parents • In class support of general education curriculum • Data collection and progress monitoring • Collaboration • Team teaching • Direct instruction • Instruction in functional, vocational training, and daily living skills • Coordination of support services • Supervision of para-educators • Modifications of general education curriculum • Development and implementation of alternate core curriculum • Delivery of curriculum objectives
AEA Support	Birth-21	0-3	Provide support and related services to school personnel, students and families.	<ul style="list-style-type: none"> • Collaboration • Observation • Assessment • Data collection • Progress monitoring • Intervention planning • Professional development • Instruction • IDM • OT, PT, and speech services

				<ul style="list-style-type: none"> • Liaison between home, school and community services • Provide materials and equipment
ELP	PK-12	0-3	Provide cognitive and affective curriculum for high performing students in small groups and individual sessions when identified by ELP coordinator with cooperation of staff and parents in accordance to ELP guidelines.	<ul style="list-style-type: none"> • Accommodations • Collaboration • Instruction • Counseling • Tutorial • Assessments • Providing material and equipment to deliver advanced curriculum and opportunities • IDM • Liaison between school and community • In-class support of general education curriculum • Enrichment of general education curriculum
504 Plan	PK-12	0	Development and implementation of a 504 Plan to support students with barriers to major life activities such as caring for one's self, walking, seeing, speaking, learning, performing manual tasks, working, hearing, breathing.	<ul style="list-style-type: none"> • Collaboration • Liaison between home, school and community services • Provide materials and equipment • General education curriculum accommodations and modifications
Jones County Alternative School	9-12	0-3	The Jones County Alternative School strives to develop relationships with students and Families by providing guidance and opportunities to continually encourage students to make social, emotional, and	<ul style="list-style-type: none"> • Full day, five days a week schedule • Individualized, self-paced courses • Small teacher-student ratio • Self-esteem, wellness, and conflict resolution programs • Educational field trips

			academic growth toward achieving their own personal successes. Our overall goal for students at JCAH is high school completion.	
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Levels of Service

Midland Community School District Continuum of Services and Levels. A description of continuum and levels of services available to meet individual students' needs.

The Individuals with Disabilities Education Act (IDEA) of **2004** requires that each child have access to the general education curriculum, and to the maximum extent possible, be educated with children who do not have disabilities. When determining educational plans for all students the educational team (parents/guardians, student, local district personnel, and AEA personnel) will use the following levels. These options provide quality educational programming and ensure Least Restrictive Environment (LRE) opportunities for students pre-school through high school, including the alternative high school.

Level O: The student is in the general education program and may require accommodations and modifications to the general education program. At this level teachers may collaborate with family, school staff, and other professional staff to address educational needs. Options for services at Level O may include:

- General education classroom for the entire school day with customary adjustments to the general instructional program.
- Collaboration with family and community members or educational professionals (Child study teams).
- Student support services (i.e., At-Risk, Title I Reading, Title I Math, Counseling, Second Chance Reading & Math, Reading Recovery)
- 504 Plan
- General Education classroom for the entire day with individualized instruction or services by the general education teacher in consultation with a special education teacher.
- ELP

Level I: The student requires special education instructional support for a part of the school day. This level of service provides specially designed instruction for a limited portion of the educational program. This level of service includes modifications and accommodations to the general education program. Options for services at Level I may include:

- General education classroom for the entire day with individualized instruction or services by the special education teacher or support staff.
- General education classroom for portions of the day with individualized instruction or services by a special education teacher or support staff in a special classroom.
- General education and special education teachers will collaborate to co-teach in the classroom. Each teacher will work with both regular education and special education students to optimize the success for all students.

Level II: The student requires special education instructional support for the major part of the school day. This level of services provides specially designed instruction for a majority of the educational program. This level of service includes substantial modifications, adaptations, and

special education accommodations to the general education program. Options for services at Level II may include:

- General education classroom for all or part of the day with individualized instruction or services by special education staff in both the general and special classroom.
- General education classroom for part of the day with individualized instruction or services by special education staff in a special classroom.
- Education in self-contained classroom for a majority of the day with individualized instruction or services by special education staff.
- General education and special education teachers will collaborate to co-teach in the classroom. Each teacher will work with both regular education and special education students to optimize the success for all students.

Level III: The student requires intensive special education support with small staff to student ratio for the majority of the school day. This level of service provides specially designed instruction for most of the entire educational program. This level of service requires extensive redesign of curriculum and substantial modification of the instructional techniques, strategies, and materials. Options for services at Level III may include:

- General education classroom for all or part of the day with individualized instruction or services by special education staff in both the general and special classroom.
- Education in the special classroom for the entire day, with individualized instruction or services by special education staff, with opportunities for supported participation in general education non-academic and extra curricular activities.
- Education in the special classroom for the entire day with individualized instruction or services by special education staff.
- Self-contained (separate) school for the entire day.
- Hospital or residential school setting with individualized or group instruction.
- Home (homebound) or special (secure) setting with individualized instruction.
- General education and special education teachers will collaborate to co-teach in the classroom. Each teacher will work with both regular education and special education students to optimize the success for all students.

Special Education Teacher Caseloads

Teacher caseloads will be determined by using a case weighting system with a recommended maximum weighted teacher case load of 22. The following formula will be used to determine an individual student's weighting.

Level I	=	1.0
Level II	=	1.8
Level III	=	3.5

The weightings of all special education students assigned to a special education teacher's class roster will be added to determine a teacher's caseload.

NOTE: Special education students who are assigned a full-time para-educator will be given a weighting of 1.0 for the purpose of determining a teacher's caseload.

Special Education Teacher caseloads will be reviewed annually. The building principal shall convene a team including administration, special education teachers, AEA support staff, and other members as needed, by April 15th of each school year to consider weighting for incoming students in an effort to project teacher caseloads for the following year.

Procedures for Resolving Concerns About Special Education Teacher Caseloads

Process for Caseload Review

Submit Concern to Building Level

When there is a concern about caseload, the teacher may submit the concern in writing to the building principal using the caseload review form.

Building Level Meeting

The principal will arrange a building level meeting within five working days of the receipt of the caseload concern form. The building level team will include the principal, special education teachers, and AEA support staff. The building level team will review the special education teacher's caseload concern, gather additional information as necessary, review the considerations below, and determine a plan of action. A written determination will be provided to the teacher within 10 working days.

Submit Concern to District Level

If a teacher is still concerned after the building level team meeting, the teacher has five working days to submit a written request to the superintendent for a district level meeting.

District Level Meeting

If a teacher is still concerned after the building level meeting, the teacher has five working days to request a district level meeting. The superintendent will arrange a district level meeting within ten working days. The district level team will include the building level team, superintendent, and Grant Wood AEA Regional Administrator. The district level team will review the considerations below, and review the building level plan of action. A decision will be made and submitted in writing within five working days as to whether to continue the building level plan, or to revise/rewrite the plan of action, to the building level team.

Review Teacher Caseloads

Special education teacher caseloads will be reviewed annually. The building principal shall convene a team, including administration, special education teachers, AEA support staff, and other ad hoc members as needed, by April 15th of each school year, to consider weightings for incoming students in an effort to project teacher caseloads for the following year.

Considerations in conducting the caseload review will include:

- Review the current number and weighted count of eligible individuals, specific needs of special education students, current supports that are available (e.g., para-educator assistance, Grant Wood AEA support services) and current conditions (e.g., time, scheduling).
- Determination of current needs of the student; and,
- Discussion of projected future needs of the student.

The following questions will be asked in a caseload review:

- Can all services identified in the IEP be provided as specified?
- What circumstances (e.g., total size of teacher caseload, scheduling, unique or intense needs of some students) prevent each student from receiving educational benefit?
- Does the addition of caseload responsibilities create the need for additional support or assistance?

What action is required that will ensure all students' IEPs can be fully implemented?

Caseload Review Form

[illegible]

Describe para-educator support

Other factors to be considered

Process For Evaluating Effectiveness

The district is working cooperatively with the Grant Wood AEA to determine processes which will allow the evaluation of the overall effectiveness of the special education delivery system.

- Ongoing informal monitoring of compliance issues conducted by the AEA.
- Formal monitoring of compliance issues conducted at least every five years by the Department of Education.
- Analyze Progress Monitoring Data to determine growth of students.
- A transition meeting will be held each year for parents of students who are entitled to special education when there is a transition occurring between schools (Elementary, Middle, and High). This meeting may be a portion of the regular transition meeting being held for parents of all students.

Committee for District-Wide Instructional Services Delivery Plan

Faculty

Carol Hartbecke, Special Education Teacher
Ashley Resor, Teacher
Ashley Marshall, Special Education Teacher
Jamie Christiansen, Teacher
Brian Rodenberg - Superintendent
Nick Trenkamp – Elementary Principal

Parent

Christine Gent

Grant Wood AEA Support Staff

Keith Stamp – Regional Administrator

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 ages 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 serviced.

☐ 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.

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