

Mediapolis Community School District



District Developed Service Delivery Plan

DDSDP

October 4, 2018

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What was the process used to develop the delivery system for eligible individuals?

Iowa Administrative Code Rule 41.408 (2) “c”

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 representatives of Heartland AEA.

On Monday, 11/12/2018, the Mediapolis Board of Education approved committee members to develop a Special Education Service Delivery Plan for the Mediapolis Community School District.

Overview of steps in completing this Service Delivery Plan:

- Step 1:** The district school board approves the development of Service Delivery Plan and individuals on development committee.
- Step 2:** The committee develops the plan.
- Step 3:** The plan is available for public comment.
- Step 4:** The committee considers public comments.
- Step 5:** The AEA Special Education Director verifies plan compliance.
- Step 6:** The district school board approves the plan prior to adoption.
- Step 7:** The plan is included in the designated area of the CSIP.
- Step 8:** The plan is reviewed in connection with the 5-year accreditation cycle or earlier if required by determination given by the state.

Committee Representation

Greg Ray,	Superintendent of Schools
Roger Thornburg,	MS/HS Principal
Dave Van Ness,	Elementary Principal
John Kerr,	Curriculum Director
Kim Kirchner,	AEA Regional Director
Emily Borrison,	AEA Speech Language Pathologist
Amanda Roelfs,	Special Education Instructor
Wendy Wiley,	Special Education Instructor
Erin E. Steffener,	Special Education Instructor
Ellen Azinger,	Special Education Instructor
Jason Liegois,	Special Education Instructor
Deb Arndt,	Special Education Instructor
Alyson Deats-Miller,	General Education Instructor
Lori Carnes,	General Education Instructor
Heather Anderson,	General Education Instructor
Greg Worrall,	General Education Instructor
Stacy Massner,	Parent
Jennifer Meller,	Parent
Cheryl Robben,	Parent

How will services be organized and provided to eligible individuals?

Continuum of Services

General education with consultation. The student is served in the general education classroom or regular early childhood program without any accommodations or modifications to the curriculum, instruction, testing or grading. The service provider is responsible for consulting with general education teachers and monitoring the student's progress according to the IEP.

General education with consultation/accommodations. The student is served in the general education classroom or regular early childhood program with consultation and support from the special education teachers. The general education teacher is responsible for direct instruction, testing, grading and behavioral management as specified in the IEP. The special education teacher support may include assisting the general education teacher with the design and preparation of materials, adaptations and accommodations. The special education teacher is responsible for monitoring the student's progress on IEP goals.

General education with direct special education support in the general education classroom. The student receives special education support for the general education curriculum in the general education or regular early childhood program setting. The special education teacher, support service provider, or trained paraprofessional will be in the general education or program classroom to provide direct instruction, instructional support, or other assistance to the student or group of students, through models such as collaborative or co-teaching. The special education teacher/service provider is responsible for monitoring the student's progress on IEP goals.

General education with direct special education support outside the general education classroom. The student receives specially designed instruction and support for the general education curriculum outside the general education or regular early childhood program setting. When the services cannot be appropriately provided in the general education or program setting, the student may receive selected services or all services he/she needs in a separate educational setting (including, but not limited to special classes or early childhood special education Program, special schools, home instruction, and instruction in hospitals and institutions). The special education teacher/service provider is responsible for monitoring the student's progress on IEP goals.

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 to appropriately align with their individual needs. Services may be provided within the district, through a consortium, or contractual agreement with other districts and/or agencies. The continuum includes services for eligible individuals ages 3 to 21.

Regular Early Childhood Program with Teacher holding Dual Endorsements (i.e., Endorsement 100: Teacher—Prekindergarten through grade three, including special education). 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 prekindergarten and 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 the dual endorsement is responsible for implementing and monitoring the child's progress according to the IEP.

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

Caseload Determination

1. How man IEP students are on your roster? _____
 2. List the number of students in each category below:
 - a. Up to 2 hours per day of direct instruction _____
 - b. Between 2 and 5 hours per day of direct instruction _____ x 1.25 _____
 - c. More than 5 hours per day of direct instruction _____ x1.50 _____
 3. How many students on your roster will have a 3-year reevaluation this year? _____ x.25 _____
 4. For how many roster students will you be planning and supervising work experience? _____
 5. With how many teachers do you co-teach? _____
 6. How many students on your roster are dependent on an adult for their physical needs? _____
 7. How many students have a BIP? _____
 8. With how many associates do you collaborate? _____
 9. How many students do you serve off-site? (e.g., hospitalized, homebound, general education preschools) _____
- Total _____

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 or special education coordinator.

A “full” teacher caseload will be considered to be 38 total points. If a teacher’s caseload exceeds this number, the teacher and the principal will meet to discuss whether the teacher is able to provide the services and supports specified in his or her students’ IEPs. If the teacher is able to do so, no further action is needed. If the teacher is unable to provide the services and supports specified in his or her students’ IEPs, a plan of action will be developed. If the teacher is not satisfied that the plan of action will meet the requirements of his or her students’ IEPs the teacher may initiate the process for resolving caseload concerns that is described in this plan.

In determining special education teacher caseloads, the Mediapolis Community School District will use the following values to assign points to the caseloads of each teacher in the district.

- 1 Point: Each IEP for which the teacher is responsible for IEP writing, IEP meetings, progress monitoring and reporting to parents.
- 1 Point: Each student provided up to two hours per day of direct instruction by the teacher.
- 1.25 Points: Each student provided between two and five hours per day of direct instruction by the teacher.
- 1.5 Points: Each student provided more than five hours per day of direct instruction by the teacher.
- 0.25 Points: Each student who will have a three-year reevaluation during the current year.
- 1 Point: Each student for whom the special education teacher plans and supervises work experience.
- 1 Point: Each teacher with whom the special education teacher co-teaches.
- 1 Point: Each student who is dependent on an adult for physical needs.
- 1 Point: Each student who has a behavior intervention plan (BIP).
- 1 Point: Each student served off-site (e.g., hospital, homebound, general education preschool)

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

Resolving Caseload Concerns

Caseloads will be reviewed at least twice per year (first review by the end of September, second review before the end of the school year) by individual LEA special education teachers with their building principal or special education coordinator. In addition to scheduled reviews, caseload will also be reviewed under the following circumstances:

- When a specified caseload is exceeded. If the caseload limit is or will be exceeded by 10% for a period of 6 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.

Requesting a Caseload Review

- All requests must be in writing.
- Requests should initially be given to an individual's principal/supervisor.
- A committee will be appointed annually to serve as a review team in collaboration with the building principal/supervisor.
- The person requesting the review is responsible for gathering relevant information to support their request. This information may include, but is not limited to IEPs, schedule and instructional groupings, collaborative/co-teaching assignments, number of buildings.

Procedural Steps

1. Informal problem-solving strategies in relation to caseload concerns have been exhausted.
2. A written request for caseload review is submitted to the principal/supervisor.
3. The request is reviewed for clarification with the principal/supervisor. The principal/supervisor tries to resolve the concern at this point.
4. If the caseload concerns cannot be satisfactorily resolved, the request is then sent to the caseload committee.
5. Within 10 working days, the caseload committee will review the request and give a recommendation to the individual's principal/supervisor.
6. Upon receipt of the committee's recommendation, the principal will review the information and discuss it with the individual.
7. Within 5 working days, the principal will meet with the individual and provide a written determination.
8. If the person requesting the review does not agree with the determination, he or she may appeal to the AEA Director of Special Education.
9. The AEA Director/designee will meet with personnel involved and will provide a written decision.

How will the delivery system for eligible individuals meet the targets identified in the state's performance plan? How will the delivery system for eligible individuals address needs identified by the state in any determination made under Chapter 41? What process will be used to evaluate the effectiveness of the delivery system for eligible individuals?

Dependent upon any needs indicated by data or determination assigned by the State, the district will examine the District Developed Plan to determine if a revision to the plan is warranted in order to effect the desired change.

In order to meet the State Performance Plan/Annual Progress Report (SPP/APR) goals, accountability will be addressed in the following ways:

- Individual student IEP goal progress monitoring
- Aggregation of progress monitoring and summative evaluations for groups of students at both school and district levels
- Examination of disaggregated subgroup achievement and SPP/APR data

The ways of evaluating the effectiveness of the delivery system are detailed below in these examples:

Individual

Individual student progress on IEP goals will be reviewed and discussed on a regular and on-going basis (every week(s)) by the special education and general education teacher(s) along with the AEA consultant/specialist and school administrator as appropriate. The purpose of this review is to determine if adequate progress is being made, if any adjustment in instruction is needed, or if other targeted or intensive interventions through RtI or special education are indicated. (Note: Changes in goals, proficiency criteria, or LRE must occur through an IEP team meeting.)

School: Aggregated by School and District

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

District: Disaggregated by School Levels

At the district level, IEP subgroup data for each school, along with the plans as described above, will be reviewed on an annual basis by the district's leadership team. IEP student data will also be disaggregated and examined by school level (elementary, middle, high). In addition, the district will examine their SPP/APR data to determine priorities and develop an action plan as needed. If the district meets SPP/APR requirements, both procedural and performance, the delivery system will be considered effective. If the district does not meet requirements, the district will work in collaboration with the State and AEA.