



**Mediapolis Comm School District**

**DDSDP**

1. How will the district determine and regularly monitor caseloads of special education teachers?

Resolving Concerns about Caseload Caseloads will be reviewed at least twice per year by individual LEA special education teachers with their building principal and/or special education coordinator.

MEDIAPOLIS Caseload Monitoring Worksheet

1. How many 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 \_\_\_ x .5 \_\_\_\_\_
    - b. Between two and five hours per day of direct instruction \_\_\_\_\_ x 1.00  
\_\_\_\_\_
    - c. More than five hours per day of direct instruction \_\_\_\_\_ x 1.50 \_\_\_\_\_
  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. For how many students will you be planning and providing alternate assessment?  
\_\_\_\_\_
  6. With how many teachers do you co-teach? \_\_\_\_\_
  7. How many students on your roster are dependent upon an adult for their physical needs? \_\_\_\_\_ x 3 \_\_\_\_\_
  8. How many students are on a BIP? \_\_\_\_\_
  9. With how many associates do you collaborate? \_\_\_\_\_
  10. How many students do you serve off-site? (e.g., hospitalized, home-bound, in general education preschools, etc) \_\_\_\_\_
- Total \_\_\_\_\_

2. How will the district organize and provide services to eligible individuals?

**Regular Early Childhood Program with Teacher holding Dual Endorsements (Less than 50 percent of the children are eligible individuals):** 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 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.

The district will provide access to a continuum of ECSE services for all eligible individuals based upon their IEP. Services may be provided with the district, or through contractual agreement with other district and/or agencies.

### **Mediapolis Community Schools Continuum of Services:**

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 instructional 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 nondisabled 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. Pullout 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 Pullout settings does **not** supplant the instruction provided in the general

education classroom.

Special Class: Special Class services are defined as direct specially designed instruction provided to an individual student with a disability or a group of students with disabilities by a certified special education teacher 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 setting. This means the student is receiving his or her primary instruction separate from non-disabled peers.

\*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 includes services for eligible individuals ages 3-21

3. How will the district's delivery system for eligible individuals meet the targets identified in the State Performance Plan's indicators and the LEA determinations as assigned by the state? What process will the district use to evaluate the effectiveness of the delivery system for eligible individuals?

The Mediapolis Community School District will examine their SPP/APR data to determine priorities and develop an action plan. The district will work in collaboration with the state and the local AEA. If the Mediapolis Community School District meets SPP/APR requirements, the Special Education Delivery Plan will be considered effective. If the district does not meet the data requirements, the district will work in collaboration with the State and AEA.

4. What procedures will a special education teacher in the district use to resolve caseload concerns?

In addition to scheduled reviews, caseload will also be reviewed under the following circumstances:

- When a specified caseload is exceeded. If a caseload is exceeded by 10% of the number of points by the district (50) 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 might include, but is not limited to:

- IEPs
- Schedule and instructional groupings
- I-plans
- 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 your principal/supervisor.
3. The request is reviewed for clarification with your 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 15 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 10 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, they 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.

#### 5. What process did the district use to develop the special education delivery system for eligible individuals?

The Special Education Delivery Plan was developed in accordance with Iowa Administrative Code rule 41.408(2)"c". The Mediapolis School Board approved a committee of individuals who developed the plan. This committee included parents of eligible individuals, special education teachers and general education teachers, administrators, and at least one, representative from Great Prairie Area Education Agency.

The committee members and roles are identified below:

- Greg Ray, Superintendent of Schools
- Roger Thornburg Middle School/High School Principal
- Dave Van Ness, Elementary Principal
- Gina Rappenecker, AEA Speech Language Pathologist
- Kendra Rashid, Special Education Instructor
- Wendy Wiley, Special Education Instructor
- Brenda Leza, Special Education Instructor
- Erin Woodruff, Special Education Instructor
- Alyson Deats-Miller, General Education Instructor
- Lori Carnes, General Education Instructor
- Heather Anderson, General Education Instructor
- Greg Worrall, General Education Instructor

- Toni Coates, Parent
- Stacy Massner, Parent
- Sherri Spence, Parent
- Katrina Meth, Parent
- Mitch Timmerman, Parent
- Crystal Timmerman, Parent

6. When was this DDS DP approved by the school board?

9/16/2013