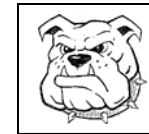




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Mediapolis Community School District created the Special education Delivery Plan using the following deadlines and organizational plan.

- January 2009—Organization of process to develop the plan and recruitment of committee members, both required and volunteer
- February 2009—School Board agenda item to approve process and committee members (The committee and process were approved on February 9, 2009.)
- March 2009—Committee members to develop the plan (The special education teachers on the committee met on March 16, 2009 to prepare for the full committee meeting. The full committee met on March 23, 2009.)
- April 4, 2009—submit plan to Dr. Mary Ellen Becker, AEA Director of Special Education, for approval
- May 2009—Post plan for 30 days for public approval
- June 2009—School Board agenda item to approve the plan with majority vote

Question #1: What process was used to develop the 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:

- Fred Whipple, Superintendent of Schools
- Dennis Heiman, MS/HS Principal
- Tanya Langholdt, Elementary Principal
- Kim Kirchner, AEA Regional Special Education Director
- Jane Friedel, AEA Speech Language Pathologist
- Kendra Rashid, Special Education Instructor
- Wendy Wiley, Special Education Instructor
- Tim Frewing, Special Education Instructor
- Brenda Leza, Special Education Instructor
- Alyson Deats-Miller, General Education Instructor
- Kari Dotson, General Education Instructor
- Heather Anderson, General Education Instructor
- Greg Worrall, General Education Instructor
- Toni Coates, Parent
- Stacy Massner, Parent



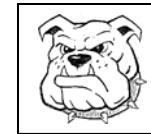
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- Nikki Sutton, Parent
- Katrina Meth, Parent
- Mitch Timmerman, Parent
- Crystal Timmerman, Parent



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Question #2: How will service be organized and provided 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.

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 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 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.
- **Supplemental Services:** Supplemental 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. These 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 supplemental special education classroom



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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. Contractual agreements will be examined annually.

***The continuum includes services for eligible individuals ages 3-21



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Question #3: How will caseloads of special education teachers be determined and regularly monitored?

Caseload Determination

The early childhood program and early childhood special education programs must meet the criteria of the Iowa Quality Preschool Program standards being implemented regarding maximum class size and teacher-child ratios.

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.

In determining teacher caseloads, the Mediapolis Community School District will use the following values to assign points to the programs of each eligible individual receiving an instructional program in the district.

A teacher may be assigned a caseload with no more than **125** total points. *(Please refer to rubric on the next page.)* This caseload limit may be exceeded by not 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.

Monitoring Caseload

A scheduled review of teacher caseloads will be conducted by the building principal as follows:

1. at the beginning of the school year;
2. by November 30; and
3. by April 1 to plan for the following school year.

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.



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Caseload Determination Rubric							
Teacher:	Student:						Point Total:
	Curriculum	IEP Goals	Specially Designed Instruction	Joint Planning and Consultation	Paraprofessional Support	Assistive Technology	FBA/BIP
Zero Points	Student is functioning in the general education curriculum at a level similar to peers.	Student has IEP goals instructed by another teacher or service provider.	Student requires no specially designed instruction	Joint planning typical for that provided for all students.	Individual support needed similar to peers.	Assistive technology use is similar to peers.	Student requires no FBA or BIP.
One Point	Student required limited modification to the general curriculum.	Student has 1-2 IEP goals.	25% or less of instruction is specially designed and/or delivered by special education personnel.	Special education teachers conduct minimal joint planning time with general education teacher or paraprofessionals over the course of a month.	Additional individual support from an adult is needed for 25% or less of the school day.	Assistive technology requires limited teacher-provided individualization and/or training for the student.	Requires minimal time assessment, planning, data collection and communication with others
Two Points	Student requires significant modifications to the general curriculum.	Student has 3 IEP goals.	26-75% or less of instruction is specially designed and/or delivered by special education personnel.	Special education teachers conduct moderate joint planning time with general education teachers or paraprofessional over the course of a month.	Additional individual support from an adult is needed for 26-75% or less of the school day.	Assistive technology requires extensive teacher-provided individualization and/or training for the student.	Requires moderate monthly assessment, planning, data collection and communication with others
Three Points	Significant adaptation to grade level curriculum. Requires specialized instructional strategies. Alternate assessment is used to measure progress.	Student has 4 or more goal areas.	76-100% of instruction is specially designed and/or delivered by special education personnel.	Special education teachers conduct significant joint planning time with general education teachers or paraprofessional over the course of a month.	Additional individual support from an adult is needed for 76-100% or less of the school day.	Assistive technology requires extensive teach-provided individualization and/or training for the student. Significant maintenance and/or upgrades for continued effective use are anticipated.	Requires significant monthly assessment, planning, data collection and communication with others



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Question #4: What procedures will a special education teacher use to resolve caseload concerns?
Monitoring Caseload
<p>A scheduled review of teacher caseloads will be conducted by the building principal as follows:</p> <ol style="list-style-type: none"> 2. at the beginning of the school year; 3. by November 30; and 4. by April 1 to plan for the following school year. <p>In addition to scheduled reviews, caseload will also be reviewed under the following circumstances:</p> <ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ IEPs ○ Schedule and instructional groupings ○ Collaborative/co-teaching assignments ○ Number of buildings
Procedural Steps
<ol style="list-style-type: none"> 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 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, 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.



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Question #5: 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?

The Mediapolis Community School District will examine their SPP/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.