

Jesup Community School District

District Developed Service Delivery Plan

*****DRAFT*****

**Public Comment to be received through January 29,
2021**

Special Ed Plan

The delivery system was developed in accordance with Iowa Administrative Code rule 41.408(2)"c". The group of individuals, approved at the November 9, 2020, regular board meeting, who developed the system through a series of meetings included committee members holding roles of parents of special education students, general education teachers, special education teachers, district administrators, and AEA representation. Members as follow:

Parents:	Amy Gonzalez Megan Young
Special Education Teachers:	Monika Kerkove
General Education Teachers:	Megan Rothlisberger
District Administrators:	Paul Rea Nathan Marting
AEA Representative:	Josh Johnson Jody Seeman

The district will communicate the District Developed Service Delivery Plan to members of the Jesup Community School District by posting the plan on the district website, distributing through email, and having a printed copy of the plan available in the district office. The district will receive comment on the plan from the public from January 12, 2021 through January 29, 2021.

Services will be organized and provided to eligible individuals in the following manner.

Nominal Support: The student receives specially designed instruction and/or supports from a certified special education teacher. Services provided by the special education teacher could be delivered through joint planning, collaborative instruction, co-teaching and/or direct instruction. Special education teacher time commitment is less than five hours per week or less than 1.5 hours per week for early childhood special education.

Targeted Support: The student receives specially designed instruction and/or supports from a certified special education teacher. Services provided by the special education teacher could be delivered through joint planning, collaborative instruction, co-teaching and/or direct instruction. Special education teacher time commitment is between five and 12.5 hours per week or between 2.5 hours and six hours per week for early childhood special education.

Sustained Support: The student receives specially designed instruction and/or supports from a certified special education teacher. Services provided by the special education teacher could be delivered through joint planning, collaborative instruction, co-teaching and/or direct instruction. Special education teacher time commitment is between 12.5 and 24 hours per week or between six and 12 hours per week for early childhood special education.

Intensive Support: The student receives specially designed instruction and/or supports from a certified special education teacher. Services provided by the special education teacher could be delivered through joint planning, collaborative instruction, co-teaching and/or direct instruction. Special education teacher time commitment is more than 24 hours per week or more than 12 hours per week for early childhood special education.

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 a 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 dual endorsement is responsible for implementing and monitoring the child's progress according to the IEP and the Headstart program standards.

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.

A teacher caseload will be considered full when it reaches 22 subtotal points and 35 total points. If a teacher's caseload exceeds this number, a review will be held and a plan of action will be developed. If the teacher does not feel 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 Jesup Community School District will use the following values to assign points to the caseloads of each teacher in the district.

- 1 point:** Students with a 1.72 weighting
- 2 points:** Students with a 2.21 weighting
- 3 points:** Students with a 3.74 weighting
- 1 point:** Each student for whom receives an alternative assessment
- 1 point:** Each unique course section 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) / or behavior goal.
- 1 point:** Each paraprofessional with whom the special education teacher collaborates and is not a level 3.74 student.
- 1 point:** Each preschool student in the early childhood classroom without an IEP.
- 1 point:** Each student served off-site homebound services

Caseload Determination

1. How many IEP students are on your roster with a 1.72 weighting _____
 2. How many IEP students are on your roster with a 2.21 weighting _____
 3. How many IEP students are on your roster with a 3.74 weighting _____
 - Subtotal** _____
 4. How many roster students will be receiving an alternative assessment? _____
 5. How many unique course/teachers with whom the special education teacher co-teaches? _____
 6. How many students on your roster are dependent upon an adult for their physical needs? _____
 7. How many students are on a BIP? _____
 8. How many paraprofessional with whom the special education teacher collaborates and is not a level 3.74 student? _____
 9. How many students are served off-site homebound? _____
 10. Preschool students in early childhood classroom without IEP _____
- Total** _____

Resolving Caseload Concerns

An AEA may grant an adjusted caseload status for “good cause shown.” 41.408[2]g. A showing of good cause is highly dependent on facts and circumstances surrounding the request and a determination of “good cause” is within the sound discretion of the AEA Special Education Director. As a general rule, “good cause” will not be satisfied by a district’s unsupported request for an adjustment to its caseload, and will typically require demonstration that the district considered other alternatives before seeking an adjustment. As with all special education questions, the primary concern should be the district’s ability to provide a FAPE in the LRE to the eligible individuals it serves.

A scheduled review of teacher caseloads will be conducted by the building principal or special education coordinator ongoing throughout the year with a formal review held in the spring prior to March 15th

Upon review, if there appears to be an overload, the teacher may request and the principal or special education coordinator will arrange a Caseload Assistance Team (CAT) meeting. The CAT will be comprised of a quorum of four teachers, a building administrator, and an AEA representative. The CAT will make recommendations as to whether there is a need for adjustments to a teacher’s schedule or roster.

At any other time, 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, the teacher may request a caseload review by submitting, in writing, the request to the building principal or special education coordinator. The building principal or special education coordinator must convene the CAT within five working days. A resolution and written decision must be made available to the teacher within five days after the CAT meeting.

If the teacher requesting review does not agree with the written decision made by the CAT meeting, the teacher may appeal to the AEA Director of Special Education or designee.

The AEA Director of Special Education or designee will meet with personnel involved and render a written decision.

District will need to evaluate the effectiveness of their delivery system to determine if it is leading to improved outcomes for eligible individuals.

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 2 weeks) 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 MTSS or special education are indicated. (Note: Changes in goals, proficiency criteria, or LRE must occur through an IEP meeting.)

School: Aggregated by School and District

Each school in the district will review student progress monitoring, formative, or summative evaluations every grading period 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.