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# SPECIAL EDUCATION SERVICE DELIVERY PLAN

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July 2020

## Q1: What process was used to develop the service delivery system for eligible individuals?

The delivery system was developed in accordance with Iowa Administrative Code rule 41.408(2)"c". The group who developed the service delivery system included parents of eligible individuals, special education teachers, general education teachers, administrators, and members of the Area Education Agency (AEA).

The District Developed Service Delivery Plan was approved by the Keystone Area Education Agency Special Education Director on 6/8/2020 and the Dubuque Community School District Board of Education on 7/20/2020. The plan will be shared with special education teachers, general education teachers, and district administrators via an email communication from the Executive Director of Special Education. It also will be shared with parents and community stakeholders by posting the plan on the district website.

### Overview of Steps in Completing the Service Delivery Plan:

- Step 1: The district selects the committee.
- Step 2: The committee reviews and analyzes data and develops the plan.
- Step 3: The plan is available for public comment.
- Step 4: The AEA Special Education Director verifies plan for compliance.
- Step 5: The district school board approves the plan prior to adoption.
- Step 6: The plan is reviewed in connection with the 5-year accreditation cycle or earlier if required by a determination given by the state.

### Committee Members

Parents of Eligible Individuals	Kathleen Klapatauskas Karen Fox Kristina Turnis
Special Education Teachers	Kristi Skemp – Elementary Tonia Ricke – Elementary Gwen Hefel-Busch – Middle School Department Chair Susan Uhal – High School Molly Powers – High School
General Education Teachers	Molly Davis – Elementary Karla Digmann – Middle School Julia Jorgenson – High School
District Administrators	Chris Nugent – Elementary Principal Bobbie Jones – Middle School Assistant Principal Karla Schwaegler – High School Assistant Principal
District Special Education (SE) Staff	Lynn Glaser – Early Childhood Facilitator Angie Breitbach – Elementary SE Educational Support Leader Mary Fink – Secondary SE Educational Support Leader Lori Anderson – Transition Facilitator Brenda Duvel – Executive Director of Special Education
AEA Representation	Dan Zaccaro – Core Team Member Brooke Gassman – Family and Educator Coordinator Kathy McCarthy – Assistant Regional Administrator Alicia Helle – Regional Administrator

## **Q2: How will services be organized and provided to eligible individuals?**

### **DCSD Continuum of Special Education Supports and Services**

#### **Preschool Program with Dual Endorsement**

*Student:* The student is served in the general early childhood classroom by a teacher with dual endorsements in early childhood and early childhood special education.

*Teacher:* The teacher with the dual endorsements is responsible for direct instruction, preparation of materials, adaptations and accommodations as specified in the Individualized Education Plan (IEP), and implementing and monitoring the child's progress according to the IEP.

#### **General Education with Consultation**

*Student:* The student is served in the general education or general early childhood program in collaboration and with support from the special education teacher or support service provider.

*Teacher:* The special education teacher or support service provider's responsibilities may include assisting the general education teacher with lesson design and preparation of materials, adaptations, accommodations, and modifications. Consultation normally occurs outside of instructional time. 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**

*Student:* The student receives specially designed instruction and support for the general education curriculum in the general education or early childhood program setting.

*Teacher:* The special education teacher, support service provider, or trained paraprofessional will be in the general education classroom to provide instruction, instructional support, or other assistance to the students or group of students to aid in accessing the general education curriculum.

The special educator, when co-teaching, takes primary responsibility for designing and delivering the specially designed instruction, assuring access to the general curriculum. The special education teacher/service provider is responsible for monitoring the student's progress on IEP goals.

#### **Specially Designed Instruction Outside of General Education**

*Student:* The student receives specially designed instruction and support for the general education curriculum outside the general education or early childhood program setting.

When the services cannot be appropriately provided in the general education setting, the student may receive selected services or all services needed in a separate educational setting. This continuum includes, but is not limited to, special classes, early childhood special education program, special schools, home instruction, and instruction in hospitals and institutions.

*Teacher:* The special educator takes primary responsibility for designing and delivering the specially designed instruction delivered outside the general education setting. The special education teacher/service provider is responsible for monitoring the student's progress on IEP goals.

### Q3: How will caseloads of special education teachers be determined and regularly monitored?

Caseloads for special education teachers will be tentatively set in the spring for the following school year. Caseloads will likely be modified based on summer registration and actual fall enrollment. The Principal or his/her designee at each building will review each special education teacher’s proposed caseload in the spring. The Dubuque Community School District will use the following values to assign points to the caseloads of each special education teacher in the district.

Consideration	Point value per student		
Number of students for whom you are case manager	1		
Number of students who require paraprofessional assistance per the IEP	.5		
% of Specially Designed Instruction (SDI)	Point Value	% of SDI	
	.25	0-25%	
	.5	26-50%	
	.75	51-75%	
	1.0	76-100%	
Number of students who are dependent on an adult for daily living (positioning, toileting, feeding, mobility)	.5		
Number of students requiring Alternate Assessment (AA)	.5		
Number of students with a Behavior Intervention Plan (BIP)	.5		

Each Preschool (PK) special education teachers’ roster should be valued at no more than 21 points. Each Kindergarten -12+ grade special education teachers’ roster should be valued at no more than 26 points. If a teacher’s caseload exceeds the suggested limit, 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’ Individualized Education Plans. If the teacher is able to do so, no further action is needed. 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 later in this plan.

## **Q4: What procedures will a special education teacher use to resolve caseload concerns?**

Caseloads will be reviewed at least twice per year by individual Local Education Agency (LEA) special education teachers with their building principal or his/her designee. This will happen in September/October and again in February/March.

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

- When a specified caseload is exceeded for a period of 6 weeks
- 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 Concern Review Meeting**

- All requests must be in writing.
- Requests should be given directly to the building principal.
- 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/coteaching assignments, or other relevant data.

### **Caseload Review Meeting**

- Within 15 school days of receipt of the request for the Caseload Concern Review, the principal/designee shall review the caseload of the presenting teacher in comparison to other caseloads in the building and in light of the service requirements of the Individualized Education Plans.
- The principal/designee will promptly investigate and determine a resolution.
- If the caseload concerns cannot be satisfactorily resolved, either party may send a request for a caseload review to the Executive Director of Special Education.
- Within 15 school days of the receipt of the request, the Executive Director of Special Education will review and provide a recommendation to the principal/designee.
- Upon receipt of the Executive Director of Special Education's recommendation, the principal will review the information and discuss it with the teacher.
- If the person who requested the review does not agree with the determination, he or she may send a written request for an appeal to the AEA Director of Special Education.
- The AEA Director of Special Education/designee will meet with personnel involved and will provide a written decision within 15 school days of the receipt of the request.

**Q5: How will the delivery system for eligible individuals meet the targets identified in the state’s performance plan and address needs identified by the state in any determination made under Chapter 14? In addition, what process will be used to evaluate the effectiveness of the delivery system for eligible individuals?**

In order to meet the State Performance Plan (SPP)/Annual Progress Report required by the Every Student Succeeds Act (ESSA) goals, accountability will be addressed in the following ways:

- Individual student IEP goal progress monitoring
- Examination of disaggregated subgroup achievement and SPP/ESSA data

Individual student progress on IEP goals will be reviewed and discussed by the special education teacher(s) and the AEA core team member(s) on a regular basis, approximately every 6 weeks. The purpose of this review is to determine if adequate progress is being made, if any adjustments in instruction are needed, or if other targeted or intensive interventions are needed. (Note: Changes in goals, proficiency criteria, or Least Restrictive Environment (LRE) must occur through an IEP team meeting.)

At least once per year, district and building staff will examine their special education district profile to review the district’s data relative to progress indicators outlined in Iowa’s State Performance Plan (SPP) for special education. They will review achievement data as it pertains to students with IEPs in the district. If the district meets or exceeds goals outlined in our state performance plan for special education, the delivery system will be considered effective, but proactive planning on action steps will still be developed to continually improve our outcomes. If the district does not meet goals, district and building special education staff will work in collaboration with Keystone AEA staff to determine needs and priorities for development of an action plan designed to promote progress toward these goals. Action plans may be included in district or building specific plans.