

Winterset Community School District



Special Education Service Delivery Plan

Revised May 2019

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Question 1: What process was used to develop the delivery system for eligible individuals?

The delivery system was developed in accordance with the 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 at least one representative of the AEA.”

Timeline and Process Used to Develop the Plan:

1. Initial meeting 4/17/2019
2. Teachers meet to review caseload determination 5/3/2019
3. Revised plan sent out to committee for approval 5/15/2019
4. Finalized plan shared with board 8/12/2019
5. Plan sent to AEA board for approval 8/2/2019
6. Approval and adoption of new plan 8/15/2019

Committee members:

Superintendent: Dr. Susie Meade

Administrators: Jennifer Berns, Jeremy Hilbert, Kendra Alexander

General Education Teachers: Abby McFarland, Hannah Neuberger, Karly Marten, Sara St. John

Special Education Teachers: Mariah Roberts, Michelle Crouse, Jill Hatten, Teresa Barber, Megan Hofer, Lana McDonald

Parents of Eligible Individuals: Abby Hansen, Tricia Kerns

AEA: Jessica Parks, Tracy Fix, Rachel Avila, Jamie Wahlert

District Support: Riley Vaughn, Kelly Burkett

Question 2A: How will service be organized and provided to eligible individuals ages 3-5?

Ages 3-5 definitions: Winterset Community Schools will adhere to federal data regarding definitions of settings for preschools.

Regular Early Childhood Program: Less than 50 percent of children with disabilities will be staffed into each program.

Access to Continuum: Winterset Community Schools will provide access to the continuum of services for all eligible individuals based upon their IEP. Most services will be provided within the district. In some cases, dependent upon space and teacher certification the district may provide services through contractual agreements with other districts and/or agencies (i.e. early childhood programs in the community). Winterset Community Schools will examine the preschool services annually to determine the availability of regular early childhood programs within the district.

Early Childhood (Ages 3-5) Continuum of Services

Regular Early Childhood Program: Licensure: Unified or Prekindergarten with Early Childhood Special Education. All Licensing and training to meet Quality Preschool Program Standards (QPPS) will be expected for early childhood teachers.

Teacher responsibilities: Provide general education and special education instruction

Student population: Less than 50% of children with disabilities

Question 2B: How will services be organized and provided to eligible individuals in kindergarten through age 21?

Continuum of Services Kindergarten through Age 21

CORE PLUS- (Consultation, Co-teaching, and/or Collaborative Services)

- **Consultation:** The student is served in the general education classroom with minimal accommodations or modifications to the curriculum, instruction, testing or grading. The service provider is responsible for consulting with the general education teacher and monitoring the student's progress according to the IEP. The special education teacher may consult with a general education teacher regarding the adjustment of the learning environment and/or the modification of 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:** The student or group of students (with disabilities and without) is provided instruction with supports. The 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 has a strong research base. On the IEP co-teaching may either be an accommodation or specially designed instruction, based on whether co-teaching essential for a student's success in the general education curriculum.
- **Collaborative Services:** An individual student or group of students with disabilities are provided specially designed instruction 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.

CORE + MORE - (Specially Designed Instruction)

- An individual student with a disability or a group of students with disabilities are provided direct, specially designed instruction 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.

Supportive services supplement the core instruction provided in the general education classroom. The instruction provided in specially designed instruction core + more does **not** supplant the instruction provided in the general education classroom.

EXTENDED CORE

(Focused Services) An individual student with a disability or a group of students with disabilities receive direct, specially designed extended core instructional services by a certified special education teacher which is tied to the general education curriculum, but has been modified to meet the unique needs of the student(s) in a setting. This means the student is receiving his or her core instruction separate from non-disabled peers. This may include the use of technology to record or stream instruction from the student's core classes.

ALTERNATE SETTING INSTRUCTION

An individual student with a disability or a group of students with disabilities receive direct, specially designed instruction 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 off campus (including, but not limited to special schools, home instruction, and instruction in hospitals and institutions). This means the student is receiving his or her core instruction separate from non-disabled peers.

NOTES:

- The special education teacher/service provider includes but is not limited to occupational therapy, physical therapy, itinerant vision, hearing) is responsible for consulting with the general education teacher and monitoring the student's progress according to the IEP.
- Students may receive different services at multiple points along the continuum based upon their 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 kindergarten through 21.

Question 3A: How will caseloads of special education teachers for ages 3-5 be determined and regularly monitored?

Preschool Program Standards: Winterset Community Schools will provide a full continuum of placements by providing instructional services to eligible preschool children while adhering to the Iowa Quality Preschool Performance Standards (QPPS). The regular early childhood program will meet the criteria of the Quality Preschool Program Performance Standards regarding maximum class size and teacher-child ratios, plus room size for the number of students served. A regular education classroom associate is required to provide appropriate assistance for all students. A special education associate should be considered to help provide individualization, adaptations, and modifications as needed for the students with Individual Education Plans.

Caseload Determination

Iowa Quality Preschool Performance Standards (QPPS): See caseload guidelines QPPS Implementation Guide- Section III, page 53.

National Association for the Education of Young Children (NAEYC): Caseload guidelines match those of QPPS.

Caseloads will be tentatively set in the spring for the following year with the special education teachers, special education coordinator, building principals, and AEA service providers. Caseloads may be modified based on summer registration and actual fall enrollments. Caseloads will be reviewed in the fall, at mid-year, and in the spring by individual district special education teachers with their building principal and/or special education coordinator.

The Caseload Determination worksheet included in this Special Education Plan for the Winterset School District will be used to assign caseloads and to review caseloads.

An early childhood education teacher may be assigned a caseload within the 32-80. This caseload limit may be exceeded by no more than 10% for a period of no more than four 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. In certain circumstances (for example, late move-in, intensive student needs, etc.) the team may convene to develop a plan of action to best meet the student's needs.

Question 3B: How will caseloads of special education teachers for ages kindergarten through age 21 be determined and regularly monitored?

Caseloads will be tentatively set in the spring for the following year collaboratively with the special education teacher, special education coordinator, building principals, and Heartland AEA service providers. Caseload determinations will take into account the needs of the students as documented on their IEPs.

Rosters may be modified based on summer registration and actual fall enrollments. Caseloads will be reviewed informally each time a student enters or exits a program. The review will take place by individual special education teachers along with their building principal and/or special education coordinator.

The special education director will also review caseloads quarterly.

In determining teacher caseloads, the Winterset Community School District will use the Weighted Enrollment Factors (WEF) outlined by the department of education to assign points to each eligible individual receiving an instructional program in the district.

The caseload maximum will be 24 points. This caseload limit may be exceeded by no more than 2 points for a period of no more than four 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. A teacher serving primarily level I students will not have more than 21 students on his/her roster.

In certain circumstances (for example, late move-in, intensive student needs, etc.) the team may convene to develop a plan of action to best meet the student's needs.

Question 4: What procedures will a special education teacher use to resolve a caseload conflict?

Caseloads will be reviewed by individual special education teachers with their building principal and/or special education coordinator each time a student enters or exits a program.

Resolution Procedures: The following procedures will be used to resolve concerns about special education caseloads:

1. The teacher may request a caseload review with a written statement of his/her concerns to the building principal.
2. Specific caseload reviews will be conducted by a review team composed of the building principal, the requesting teacher, two special education teachers, two general education teachers, and a member of the AEA special education team. The caseload review team shall be organized and convened by an administrator other than the building principal.
3. A specific caseload review meeting will be held and recommendations will be made to the district superintendent within fifteen working days of a review request.

A specific caseload review will include consideration of the following aspects of the teacher's work demands:

- Current number of points on the teacher's roster
- Curriculum modifications made
- Specially designed instruction related to all goal areas
- Support for school personnel and least restrictive environment efforts
- Supplementary aids and services

To ease caseload burdens the review team may make suggestions including, but not limited to, the following:

- Redistribution of student assignments among the building special education teachers to facilitate the meeting of IEP requirements
- Hiring of additional associates
- Hiring of additional special education teacher(s)
- Signed agreement of the roster teacher that the current situation is feasible

The superintendent will make an administrative decision within seven working days of receipt of the committee recommendation. The decision will be communicated in writing to the committee and the teacher submitting the request for caseload review. If the special education teacher does not agree with the determination, further appeal may be made to the AEA Director of Special Education. The AEA Director/designee will meet with the personnel involved and will provide a written decision.

District Concerns: If a district is exceeding the limits specified in this plan, it may ask the AEA Special Education Director to grant an adjusted caseload status.

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 the 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 would be the district’s ability to provide a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) to the eligible individuals it serves.

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?

Each year, the district administration will examine the district’s special education results relative to the progress indicators outlined in the Consolidated Accountability and Support Application (CASA). If the district meets or exceeds CASA's target goals, the delivery system will be considered effective. If the district does not meet target goals, the district will work in collaboration with AEA staff to develop an action plan designed to promote progress toward these goals.

Steps for Performance Review:

IEP data review

1. Special education teachers will update IEP data weekly and data sheets monthly to analyze trend lines and determine if students are making progress towards closing the achievement gap.
2. Special education teachers will review IEP data at least monthly as a special education building PLC or with their AEA support staff.
 - a. Teachers will first focus on students not closing the achievement gap and create a plan to intensify instruction for that student.
 - b. The special education teacher will enter a phase line on the IEP, if needed.

Statewide Assessment Special Education Data Review

1. When the results for statewide assessments are available district staff will review the data and complete a gap analysis.
2. The coordinator of student services will share the information from this analysis with WCSD special education teachers.
3. If the district does not meet target goals, the district will work in collaboration with AEA staff to develop an action plan designed to promote progress toward these goals.

Assurances

- The district assures it provides a system for delivering instructional services including a full continuum of services and placements to address the needs of eligible individuals aged 3 to 21, and shall provide for the following:
 - (1) The provision of accommodations and modifications to the general education environment and program, including settings and programs in which eligible individuals aged 3 through 5 receive specially designed instruction, including modification and adaptation of curriculum, instructional techniques and strategies, and instructional materials.
 - (2) The provision of specially designed instruction and related activities through cooperative efforts of the special education teachers and general education teachers in the general education classroom.
 - (3) The provision of specially designed instruction on a limited basis by a special education teacher in the general classroom or in an environment other than the general classroom, including consultation with general education teachers.
 - (4) The provision of specially designed instruction to eligible individuals with similar special education instructional needs organized according to the type of curriculum and instruction to be provided, and the severity of the educational needs of the eligible individuals served.
- The district assures the school board has approved the development of the plan for creating a system for delivering specially designed instructional services.
- The district assures that prior to the school board adoption, this delivery system was available for comment by the general public.
- The district assures the delivery system plan was developed by a committee that included parents of eligible individuals, special education teachers, general education teachers, administrators, and at least one AEA representative (selected by the AEA Special Education Director).
- The district assures the AEA Special Education Director verified the delivery system is in compliance with the Iowa Administrative Rules of Special Education.
- The district assures the school board has approved the service delivery plan for implementation.

Winterset Early Childhood Special Education Roster Rubric (Ages 3-5)

Teacher:

Student:

	<i>Curriculum</i>	<i>Goal Areas</i>	<i>Specially Designed Instruction</i>	<i>Supplementary Aids and Services</i>	<i>Para Support</i>
Zero Points	Student is functioning in the general education curriculum at a level similar to peers	Student has 0 academic or behavioral goals	Specially designed instruction regardless of setting that is designed by and/or delivered by special education personnel for 0-9% of the school day-- this could include teaching, co-teaching, and collaborative instruction	Classroom assistance is similar to peers – there is no additional FBA/BIP, Health, or Assistive Technology plan is needed	Individual support needed similar to peers – additional individual support is needed for 0-9% of the school day
One Point	Student requires limited modifications to the general curriculum	Student has academic or behavioral goals in 1 goal area	Specially designed instruction regardless of setting that is designed by and/or delivered by special education personnel for 10-24% of the school day-- this could include teaching, co-teaching, and collaborative instruction	Classroom assistance requires individualization and/or training for the student and has 1 out of 3 additional plans (FBA/BIP, Health, or Assistive Technology)	Additional individual adult support is needed for 10-24% of the school day
Two Points	Student requires significant modifications to the general curriculum	Student has academic or behavioral goals in 2 goal areas	Specially designed instruction regardless of setting that is designed by and/or delivered by special education personnel for 25-74% of the school day-- this could include teaching, co-teaching, and collaborative instruction	Classroom assistance requires individualization and/or training for the student and has 2 out of 3 additional plans (FBA/BIP, Health, and/or Assistive Technology)	Additional individual adult support is needed from 25-74% of the school day
Three Points	Student requires significant adaptation to grade-level curriculum and requires specialized instructional strategies	Student has academic or behavioral goals in 3 or more goal areas	Specially designed instruction regardless of setting that is designed by and/or delivered by special education personnel for 75-100% of the school day-- this could include teaching, co-teaching, and collaborative instruction	Classroom assistance requires individualization and/or training for the student and has 3 out of 3 additional plans (FBA/BIP, Health, and Assistive Technology)	Additional individual adult support is needed from 75-100% of the school day
Total Points					

Winterset Community Schools Special Education Roster Rubric (Ages 5-21)

K-12 Weighted Enrollment Factor (WEF) Matrix: _____ / _____ / _____

Name _____ Date _____

The IEP of each student receiving district-provided or district-financed special education services is assigned a score using the Weighted Enrollment Factor (WEF) Matrix and the consideration of unique circumstances. Students with greater special education services and supports have a higher WEF score, students with lesser special education services and supports have a lower WEF score.

NOTES: This instrument is not to be applied to IEPs for preschool aged children. See guidance for unique circumstances.

1. Planning and Preparation. Reference IEP Goal Pages & Page G.				Score: 0 1 2 3
Zero Points Student is functioning in the general curriculum at a level similar to peers.	1 Point Student has goals in 1 or 2 goal areas (see guidance) that are the primary responsibility of district special education personnel.	2 Points Student has goals in 3 or more goal areas (see guidance) that are the primary responsibility of district special education personnel.	3 Points Curriculum that reflects the Iowa Core essential elements is required for meaningful instruction. Iowa's Alternate Assessments are used to measure progress in all areas (literacy, math & science).	
2. Specially Designed Instruction delivered by a licensed teacher. Reference IEP Page F.				Score: 0 2 4 6
Zero Points No specially designed instruction delivered by a licensed teacher	2 Points Specially designed instruction regardless of setting that is delivered by a licensed teacher (see guidance) for 49% or less of the school day. Includes teaching, co-teaching, and collaborative instruction.	4 Points Specially designed instruction regardless of setting that is delivered by a licensed teacher (see guidance) for 50% to 74% of the school day. Includes teaching, co-teaching, and collaborative instruction.	6 Points Specially designed instruction regardless of setting that is delivered by a licensed teacher (see guidance) for 75% to 100% of the school day. Includes teaching, co-teaching, and collaborative instruction.	
3. Health, Physical or Behavioral Support. Reference IEP Page F.				Score: 0 1 2 3
Zero Points Student requires no health, physical or behavioral support	1 Point Health, physical, or behavioral support regardless of setting that is delivered by a paraprofessional for 49% or less of the school day.	2 Points Health, physical, or behavioral support regardless of setting that is delivered by a paraprofessional for 50% to 74% of the school day.	3 Points Health, physical, or behavioral support regardless of setting that is delivered by a paraprofessional for 75% to 100% of the school day.	
4. Instructional Support. Reference IEP Page F.				Score: 0 1 2 3
Zero Points Student requires no instructional support	1 Point Special education instructional support regardless of setting that is delivered by a paraprofessional for 49% or less of the school day.	2 Points Special education instructional support regardless of setting that is delivered by a paraprofessional for 50% to 74% of the school day.	3 Points Special education instructional support regardless of setting that is delivered by a paraprofessional for 75% to 100% of the school day.	
5. Support for School Personnel. Reference IEP Page F.				Score: 0 1
Zero Points Noncommittal descriptions such as, "as needed" or "special education teacher is available to consult;" support is not described in the IEP; IEP states only that school personnel will be informed of their responsibilities (e.g., providing accommodations)		1 Point The IEP communicates a clear, ongoing commitment of support for school personnel (e.g., "special education teacher will meet 30 minutes per week with the paraprofessional and general education teachers," "special education teacher and reading teacher will meet prior to the beginning of each new unit to plan," etc.)		
6. Specialized Transportation. Reference IEP Pages F & G.				Score: 0 1 2 3
Zero Points No specialized transportation	1 Point Within-district special route	2 Points Attendant services	3 Points Transportation to another district or a within-district special route and attendant services or specialized vehicle (e.g., with lift device)	
7. Year of purchase, Assistive Technology (including electronic devices, in-school travel equipment, positioning equipment, etc.), Accessible Educational Materials (AEM) and Equipment for Safe Transportation; year of expenditure, maintenance of previously acquired equipment. Reference IEP Pages F & G.				Score: 0 1 2
Zero Points Equipment and/or software typical of all students.	1 Point Minor equipment and/or software needs in excess of that typical of all students (e.g., a tablet, laptop, stroller, wagon, Loftstrand crutches, grab bar for toilets, positioning equipment, etc.); maintenance of previously acquired equipment	2 Points Significant equipment needs in excess of that typical of all students (e.g., classroom amplification system, dynamic display device, stander, gait trainer with accessories, toileting system, etc.)		
Sum the scores derived from the Weighted Matrix to determine a level of service:				Total Score:
Level I: 0 - 5 points Level II: 6 - 9 points Level III: 10 or more points				Assigned Level:

* Will be revised as the Department of Education revises their Matrix systems.