



# **SPECIAL EDUCATION**

## **SERVICE DELIVERY PLAN**

*A system for delivering instructional services including a full continuum of services and placements to address the needs of eligible individuals ages 3 to 21*

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## **WHAT PROCESS WAS USED TO DEVELOP THE DELIVERY SYSTEM FOR ELIGIBLE INDIVIDUALS**

### **Iowa Administrative Code Rule 41.408(2)"c"**

The delivery system was developed in accordance with 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.

Waukee's Special Education Service Delivery Plan will go to the Waukee School Board on July 22, 2019. After Board approval it will be shared with district personnel and the public on the District's website as well as through Special Education meetings.

### **Overview of Steps in Completing this Service Delivery Plan:**

- Step 1: The District identifies individuals to be on the committee to review the Service Delivery Plan.**
- Step 2: The committee considers modifications to the plan.**
- Step 3: The plan is available for public comment.**
- Step 4: The committee considers public comments.**
- Step 5: The AEA Special Education Director verifies plan compliance.**
- Step 6: The District School Board approves the plan prior to adoption.**
- Step 7: The plan is included in the designated area of the CSIP.**
- Step 8: The plan is reviewed in connection with the 5 year accreditation cycle or earlier if required by determination given by the state.**

## **Committee Members**

### **Parent Representatives:**

**Preschool: Kristin Grotewold**  
**Elementary: Heidi Tow**  
**Secondary: Jeremy Dyvig**

### **Special Education Representatives:**

**Preschool: Jenny Kopp**  
**Elementary: Alexis Ferguson**  
**Secondary: Audra Ketelsen**  
**SE Instruction Strategists: Amy Hayes**  
**Kelli Palcic**

### **General Education Representatives:**

**Elementary: Evan Hammans, Michelle Crannell**  
**Secondary: Shannon Campbell, Maddie Gage**

### **Administrative Representatives:**

**Elementary Principal: Stephanie Angelino**  
**Secondary Principal: Adam Shockey**  
**Secondary Assistant Principal: Nick Ross**  
**Director of Student Services: Peg Erke**  
**Assistant Director of Student Services: Lyndsay Marron**

### **Heartland AEA Representatives:**

**Regional Director & Co-Facilitator: Martin Ikeda**  
**Elementary AEA Representative: Jessica Ihrke, Brett Thompson**  
**Secondary AEA Representative: Jessica Stumme, Ashley Andrew**

## **HOW WILL SERVICES BE ORGANIZED AND PROVIDED TO ELIGIBLE INDIVIDUALS AGES 3-5?**

### **Ages 3-5 Definitions**

Waukee Community Schools will adhere to federal data regarding definitions of settings for preschools.

**Regular Early Child Program:** Less than 50 percent children with disabilities.

**Early Childhood Special Education (ECSE) Program:** More than 50 percent children with disabilities.

### **Access to Continuum**

Waukee Community Schools. 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 (i.e. early childhood programs in the community).

Waukee Community Schools will examine the preschool services annually to determine the availability of regular early childhood programs within the district.

## Early Childhood Continuum

### **Regular Early Childhood Program Monitored by a Licensed Early Childhood Special Education Staff (Preschool may be located in the community or within a school building):**

- ❖ **Licensure**
  - General Education Teacher - Early Childhood
  - Special Education (Consulting) Teacher - Early Childhood Special Education
- ❖ **Teacher Responsibilities**
  - General Education Teacher - Classroom instruction and implementation of adaptations and accommodations as specified in the IEP
  - Special Education Teacher - Monitor the implementation of services described in each IEP and monitor student progress relative to goals in the IEP
- ❖ **Student Population**
  - Less than 50% children with disabilities

### **Regular Early Childhood Program Taught by a Teacher with Dual Licensure:**

- ❖ **Licensure**
  - Prekindergarten and Early Childhood Special Education
- ❖ **Teacher Responsibilities**
  - Provide general education and special education instruction
- ❖ **Student Population**
  - Less than 50% children with disabilities

### **Co-taught Early Childhood Program:**

- ❖ **Licensure**
  - General Education Teacher - Prekindergarten
  - Special Education Teacher - Early Childhood Special Education
- ❖ **Teacher Responsibilities**
  - All aspects of classroom instruction are co-planned and co-taught
  - Special Education Teacher - monitor the implementation of services described in each IEP
- ❖ **Student Population**
  - Less than 50% children with disabilities

### **Early Childhood Special Education Program:**

- ❖ **Licensure**
  - Special Education Teacher - Early Childhood Special Education
- ❖ **Teacher Responsibilities**
  - Provide classroom instruction and modify general education curriculum to meet the needs of the students
- ❖ **Student Population**
  - More than 50% children with disabilities

NOTES: Students may receive different services at multiple points along the continuum based on the IEP. Based on IEP team decisions, students may receive Early Childhood services at different points on the continuum. 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 3-5.

# **HOW WILL CASELOADS OF EARLY CHILDHOOD TEACHERS BE DETERMINED AND REGULARLY MONITORED?**

## **Preschool Program Standards**

Waukee Community Schools will provide a full continuum of placements by providing instructional services to eligible preschool children while adhering to the following program standards:

1. Iowa Quality Preschool Program Standards (IQPPS); OR

The regular early childhood program and early childhood special education program will meet the criteria of the Iowa Quality Preschool Program Standards (IQPS) 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 and/or district special education director.

In determining teacher caseloads, the Waukee Community School District will use the following values to assign points to the program in the district.

A teacher may be assigned a caseload within a range of 35-55 total points. This caseload limit may be exceeded by no more than 10% for a period of no more than nine 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.

## **Caseload Determination**

Iowa Quality Preschool Performance (IQPPS)

*(see caseload in QPPS Implementation Guide - Section III, Page 53)*

# **HOW WILL SERVICES BE ORGANIZED AND PROVIDED TO ELIGIBLE INDIVIDUALS KINDERGARTEN THROUGH AGE 21?**

## **Kindergarten - Age 21**

### ❖ **Consulting Teacher Services:**

- Indirect services provided by a certified special education teacher to a general education teacher
- Receives instruction in the general education classroom
- Adjusting the learning environment and/or modifying instructional methods to a minimal degree

### ❖ **Co-Teaching Services**

- Provision of specially designed instruction and academic instruction provided to a group of students with or without disabilities
- Services are provided by the special education teacher and general education teacher in partnership to meet the content and skill needs of students in the general education classroom

For Example, teachers co-plan and co-instruct. In all co-teaching arrangements, the special educator takes primary responsibility for designing and delivering specially designed instruction, assuring access to the general curriculum, and assessing the progress of students with IEPs. The effectiveness of services provided through co-teaching have a strong research base.

### ❖ **Collaborative Service(s):**

- Direct specially designed instruction provided to an individual student with a disability or to a group of students with disabilities
- Services provided 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

### ❖ **Out-of-Class Services (e.g., Pull-out):**

- Direct specially designed instruction provided to an individual student with a disability or a group of students with disabilities within the special education classroom
- Services are provided 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 Consulting Teacher Services, or Collaborative/Co-Teaching Services
- These services do NOT supplant the instruction provided in the general education classroom



❖ **Special Class:**

- 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
- Instruction 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

For Example: settings could be but are not limited to special classes, special schools, home instruction, and instruction in hospitals and institutions). This means the student is receiving the majority of his or her instruction separate from non-disabled peers.

NOTES: Students may receive different services at multiple points along the continuum based on the IEP. (For example a student could have a co-taught math class but a pull-out English class. Or, a student may receive consulting teaching services for Math or co-taught services for Reading.)

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. Further, the school district must provide the full continuum but has the responsibility to determine at which attendance centers the various services will be offered.

The continuum includes services for eligible individuals kindergarten - age 21.

# **HOW WILL CASELOADS OF SPECIAL EDUCATION TEACHERS BE DETERMINED AND REGULARLY MONITORED?**

## **Kindergarten - Age 21**

Caseloads will be tentatively set up 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 district special education director.

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

A teacher may be assigned a caseload within a range of 35-55 total points. This caseload limit may be exceeded by no more than 10% for a period of no more than nine weeks, if doing so does not prevent the affected teacher's ability to provide the services and supports specified in his or her students' IEPs.

# Waukee School District

## Caseload Determination Document

Name:

Building:

Date:

<b>1. How many IEP students are on the roster?</b> **For preschool only** How many general education students are on the roster?	x 1 x .25	
<b>2. Identify each of the students in a category below.</b> -Minutes should be taken from the IEP, Page F. Indicate direct instruction from this teacher only, including specially designed instruction in a co-taught setting. <ul style="list-style-type: none"> <li>a. Up to one hour per day SDI</li> <li>b. More than one and up to two hours per day of SDI</li> <li>c. More than two and up to four hours per day of SDI</li> <li>d. More than four hours per day of SDI</li> </ul>	x 1 x 1.25 x 1.50 x 1.75	
<b>3. How many students are on a Behavior Intervention Plan?</b> -1.50 pts. would be awarded only if the BIP has a “safety plan” that includes all or most of the following: CPI de-escalation, room clears, physical aggression, weekly/daily integrity checks, Chapter 103 reports, behavioral Medicaid billing, time-intensive data analysis and planning. -1 pt. would be awarded for BIPs that include weekly/daily integrity checks, behavioral Medicaid billing, and some data analysis and planning. -.5 pts. would be awarded for all other BIPs and any required daily check ins/check outs that are documented on page F. <u>List students:</u>	x 1.50  x 1  x .50	
<b>4. How many associates does the teacher supervise?</b> -1 pt. would be awarded for sole supervision of associate -.5 pt. would be awarded for shared supervision of associate <u>List associates:</u>	x 1 x .50	
<b>5. How many students are on the following assessments?</b> <ul style="list-style-type: none"> <li>a. Iowa Alternate Assessments (grades 3-11 S.E.)</li> <li>b. ELA Assessment (grades K-6)</li> <li>c. Gold Assessment (preschool students only)</li> </ul> <u>List students:</u>	x 1 x 1 x 1	
<b>6. How many students have two or more of the following support services?</b> Speech, OT, PT, assistive technology, hearing itinerant, vision itinerant, and health Medicaid billable services? <u>List students:</u>	x .25	
<b>7. How many grade levels are represented on your roster?</b> <u>List grade levels:</u>	x .50	
Total:		
Additional Information:		

# **WHAT PROCEDURES WILL A SPECIAL EDUCATION TEACHER USE TO RESOLVE CASELOAD CONCERNS?**

## **Resolution Procedures**

The following procedures are to be used to resolve concerns about special education caseloads:

1. Teacher shall request and shall be granted a meeting with the building Principal to discuss caseload. Such meetings shall be informal in nature and solution-focused. The principal shall keep a record of the meeting date, teacher name, concerns, and possible revisions to caseload.
2. If the teacher feels further consideration is warranted, written notice of the concern shall be submitted to the building Principal within five working days following the informal conference. The written notice should express the specific caseload concern and a suggested or preferred resolution to the concern.
3. The building Principal shall convene a review committee within ten working days to listen to the concern from the referring teacher and to problem solve. This committee will include the building Principal and the special education teacher and may include a special education colleague within the building, a Heartland AEA 11 staff member, and others, as helpful. Prior to this meeting, relevant data shall be gathered as outlined in the Caseload Determination document contained in the District Special Education Plan. The teacher should also include his/her schedule. This data shall be given to the Principal at least one school day prior to the meeting. During the meeting, the review committee will consider available resources and scheduling possibilities. Corrective actions considered may include: realigning students, reviewing assignment of associates, reorganizing teacher resources, or prioritizing collaboration efforts to improve the delivery of special education service to all special education students. Within five working days after the meeting the Principal shall submit a written response (resolution) to the teacher and to the Director of Student Services.

4. If dissatisfied with the response in Step 3, the teacher has five working days after receiving the written response to submit a written appeal to the Director of Student Services. The written appeal should clearly state the concern, the proposed resolution(s) suggested by the review committee and all of the “relevant data” that was gathered prior to the review committee meeting.
5. Within ten working days after receiving the appeal, the Director of Student Services shall convene a meeting with the teacher and Principal to discuss the concern. The Director of Student Services shall then submit a written response to the teacher as well as provide a copy of the response to the Principal and the Associate Superintendent of School Improvement.
6. If dissatisfied with the response from the Director of Student Services, the teacher may provide a written appeal to the Associate Superintendent of School Improvement. This written appeal should occur within five working days of receiving the response from the Director of Student Services. The Associate Superintendent will make the final decision within five working days. A written response shall be provided for all parties involved.

NOTES: 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 should be the district’s ability to provide FAPE in the LRE to the eligible individuals it serves.

As a part of the process for resolving caseload concerns, one consideration may be the possible addition of program associate support within a building. The consideration of a program associate will be on a case-by-case basis and final determination will be made by the Director of Student Services.

**HOW WILL THE DELIVERY SYSTEM FOR ELIGIBLE INDIVIDUALS MEET THE TARGETS IDENTIFIED IN THE STATE'S PERFORMANCE PLAN? HOW WILL THE DELIVERY SYSTEM FOR ELIGIBLE INDIVIDUALS ADDRESS NEEDS IDENTIFIED BY THE STATE IN ANY DETERMINATION MADE UNDER CHAPTER 41? WHAT PROCESS WILL BE USED TO EVALUATE THE EFFECTIVENESS OF THE DELIVERY SYSTEM FOR ELIGIBLE INDIVIDUALS?**

**State Performance Plan Targets and Service Delivery Plan Effectiveness**

The Waukee Community School District will examine their State Performance Plan and Annual Progress Report data, annually, to determine priorities and to consider development of an action plan. The Waukee District will work in collaboration with the state and AEA. If the District meets the State Performance Plan and Annual Progress Report requirements, the Special Education Service Delivery Plan will be considered effective. If the Waukee District does not meet requirements, the District will develop an action plan to address any areas of concern.

# SPECIAL EDUCATION SERVICE

## Delivery Plan

### 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 ages 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 ages 3 through 5 receive specially designed instruction, including modification and adaptation of curriculum, instruction 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 that prior to the school board adoption, this delivery system was available for comment by the general public.
- ❖ The District assures this delivery system 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.