



SPECIAL EDUCATION SERVICE DELIVERY PLAN

DRAFT

Waukee Community School District
Special Education Service Delivery Plan

Please review the plan below and complete a [short survey](#) providing feedback.

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

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 in July or August 2024. After Board approval it will be shared with district personnel and the public on the District's website.

Overview of Steps in Completing this Service Delivery Plan:

1. District identifies individuals to be on the committee to review the Service Delivery Plan.
2. Committed considers modifications to the plan
3. Plan is available for public comment.
4. Public comment is considered.
5. AEA Special Education Director verified plan compliance
6. District School Board approves the plan prior to adoption.
7. Plan reviewed every five years.

Committee Members

Parent Representatives: PK-12 District SIAC team members

Special Education Representatives: Anne Brodersen, Hannah Platts, Kizzie Elbert, Kristina Powell, Lynette Kohtz, Megan Mahoney, Mary Stang, Nicolun Snyder, Christina Lienemann, Cindy Fisher, Kelli Palcic, Annie Miller, Alexis Joblinske, Kassie Kellis

General Education Representatives: Megan Hafer, Andrew Bennett

Administrative Representatives: Lyndsay Mount, Scott Shumaker, Meghan Price, Kandi Hensel

Heartland AEA Representatives: Marty Ikeda, Tess Garceau

Access to Continuum of Services

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.

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.)

Preschool Program Standards

Waukee Community Schools will adhere to the following program standards: Iowa Quality Preschool Program Standards (IQPPS).

How will services be organized and provided to eligible individuals ages 3-5?

Consulting Services:

Regular Early Childhood Program - Monitored by Licensed Early Childhood Special Ed. Staff

- Definition: Less than 50 percent children with disabilities
- Preschool may be located in the community or within the 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 implementation of services described in each IEP and monitor student progress relative to goals in the IEP

Collaborative Service(s):

Regular Early Childhood Program - Teacher with Dual Licensure

- Definition: Less than 50 percent children with disabilities
- Preschool located within a school building
 - Licensure: Dual Licensure Endorsement - Birth-Age 3 Integrated Settings
- Teacher Responsibilities - Provide general and special education instruction

Regular Early Childhood Program - Co-Taught or Push in

- Definition: Less than 50 percent children with disabilities
- Preschool located within a school building
 - Licensure
 - General Education Teacher - Early Childhood
 - Special Education Teacher - Early Childhood Special Education
- Teacher Responsibilities - All aspects of classroom instruction are co-planned and co-taught. Special education teacher monitors the implementation of services in student IEPs

Out-of-Class Services(s):

Early Childhood Special Education Program

- Definition: More than 50 percent children with disabilities.
- Located within a school building
 - Licensure: Special Education Teacher - Early Childhood Special Education
 - Teacher Responsibilities - Provide classroom instruction and modify general education curriculum to meet the needs of students

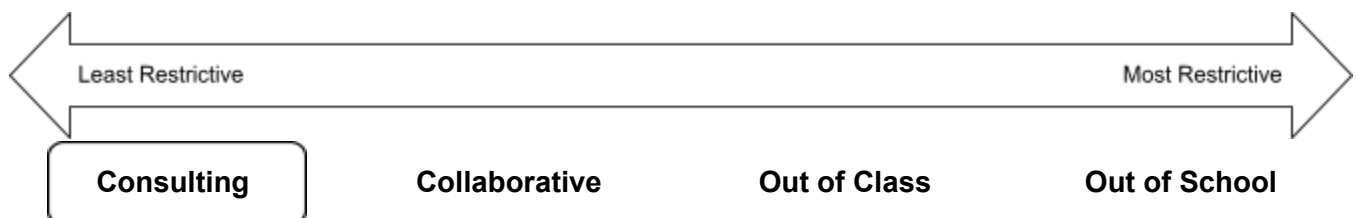
Students may receive different services at multiple points along the continuum based on the IEP. Based on IEP team decisions, students may receive Early Childhood Services at different points on the continuum. Services may be provided within the district or through contractual agreement with other districts and/or agencies.

How will services be organized and provided to eligible individuals ages Kindergarten through age 21?

Consulting Services:

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

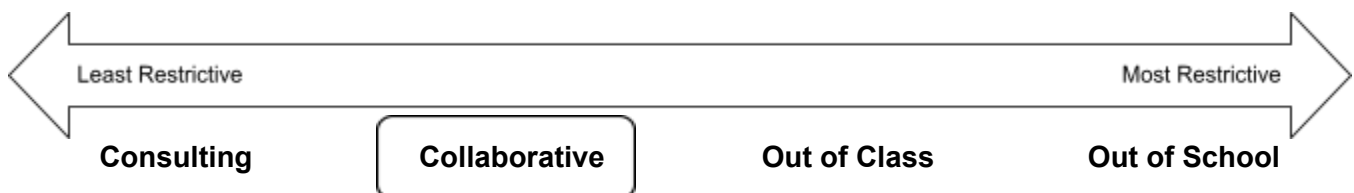
General Education Teacher Role/Responsibilities	Special Education Teacher Role/Responsibilities
<ul style="list-style-type: none"> • Oversees all general education instruction • Implements high-quality differentiation practices • Delivers collaboratively designed content instruction in the general education class, including assessments and progress monitoring measures • Collaboratively plans and provides specially designed instruction (SDI), accommodations and modifications needed to enable access. • Consults regularly and frequently with the special education teacher. • Engages in ongoing communication and professional learning with special educators to assist with understanding of learning progressions within the Iowa Core. • Responsible for assignments and grades for general education curricular standards 	<ul style="list-style-type: none"> • Collaboratively works with the general education teacher on the instructional design and preparation of materials, application of skills in the general education setting, as well as adaptations and accommodations and/or modifications as outlined in the IEP. • Monitors the learner's progress on IEP goals. • Understands high-quality instructional and differentiation practices. • Coordinates and shares available special education resources. • Engages in regular and frequent consultation with general educators to oversee the general educator's provision of accommodations, modifications, SDI data collection, and data analysis. • Has oversight and monitoring of fidelity of SDI, accommodations, modifications, progress monitoring, BIP, and educational decision making.



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.
- These services are provided with the general education content area instruction and could include:
 - Push in by the special education teacher for a specified number of minutes
 - Co-teaching for a specified number of minutes. Teachers co-plan and co-instruct. 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.

General Education Teacher Role/Responsibilities	Special Education Teacher Role/Responsibilities
<ul style="list-style-type: none"> ● Oversees all general education instruction ● Implements high-quality differentiation practices ● Collaboratively provides accommodations and/or modifications needed to enable access. ● Engages in ongoing communication and professional learning with special educators to assist with understanding of learning progressions of the Iowa Core. ● Collaborates with special education teacher for assignments and grades for general education curricular standards 	<ul style="list-style-type: none"> ● Understands the general education curriculum. ● Monitors the learner’s progress on IEP goals. ● Collaboratively implements high-quality differentiation practices ● Collaboratively provides accommodations and/or modifications needed to enable access. ● Collaboratively plans and supports provision of SDI within specific skill areas and instructional activities during target times. ● Engages in ongoing communication and professional learning with general educators to understand learning progressions within the Iowa Core. ● Coordinates and shares available special education resources. ● Monitors goal progress within skill areas and instructional activities.



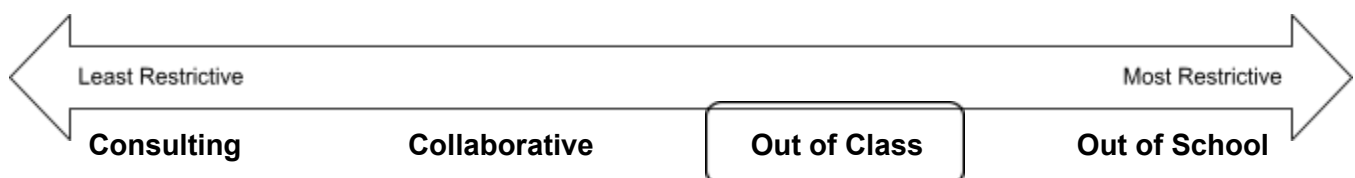
Out-of-Class Services(s):

- Pull Out Skill Instruction/Instructional Methods
 - 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
 - Provided in an individual or small group setting for a portion of the day
 - These services generally supplement the instruction provided in the general education classroom.

- Specially Designed Content Courses
 - 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 aligns to the general education curriculum, but has been modified to meet the unique needs of the student(s) in a self contained setting

- Specialized Program or School
 - Direct specially designed instruction provided by a certified special education teacher
 - Settings could be but are not limited to special classes, special schools
 - Student receiving all or the majority of instruction separate from non-disabled peers.

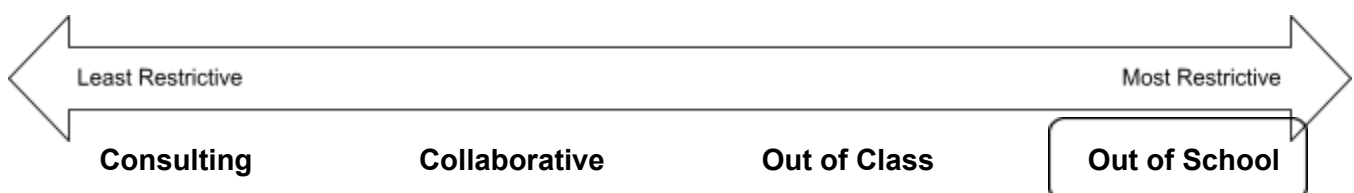
General Education Teacher Role/Responsibilities	Special Education Teacher Role/Responsibilities
<ul style="list-style-type: none"> ● Oversees all general education instruction ● Implements high-quality differentiation practices ● Provides accommodations and/or modifications needed to enable access. ● Engages in ongoing communication and professional learning with special educators to assist with understanding of learning progressions of the Iowa Core. ● Collaborates with special education teacher to ensure student access to general education content. ● Collaborates with special education teacher for assignments and grades for general education curricular standards 	<ul style="list-style-type: none"> ● Provides direct specially designed instruction that aligns with the Iowa Core. ● Monitors the learner's progress on IEP goals. ● Implements high-quality differentiation practices ● Engages in ongoing communication and professional learning with general educators to understand learning progressions within the Iowa Core. ● Collaborates with general education teacher to determine necessary accommodations and/or modifications to enable access ● Coordinates and shares available special education resources. ● Collaboratively provides and oversees the provision of SDI and goal progress within skill areas and instructional activities.



Out of School Placements

- Direct specially designed instruction provided by a certified special education teacher
- Examples could include home instruction and instruction in hospitals and institutions.
- Student is receiving his or her instruction separate from non-disabled peers in most cases.

General Education Teacher Role/Responsibilities	Special Education Teacher Role/Responsibilities
<ul style="list-style-type: none"> • Oversees all general education instruction • Provides accommodations and/or modifications needed to enable access. • Engages in ongoing communication and professional learning with special educators to assist with understanding of learning progressions of the Iowa Core. • Collaborates with special education teacher to ensure student access to general education content. • Collaborates with special education teacher for assignments and grades for general education curricular standards 	<ul style="list-style-type: none"> • Provides direct specially designed instruction that aligns with the Iowa Core. • Monitors the learner's progress on IEP goals. • Engages in ongoing communication and professional learning with general educators to understand learning progressions within the Iowa Core. • Collaborates with general education teacher to determine necessary accommodations and/or modifications to enable access • Coordinates and shares available special education resources. • Collaboratively provides and oversees the provision of SDI and goal progress within skill areas and instructional activities



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

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 Waukeee 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.

The formula used to generate these caseloads awards points as follows:

Point Type	Description	Points
IEP level	Non-IEP students	0.25
	Level 1 students	0.75
	Level 2 students	1.90
	Level 3 students	2.90
Assessment Type	Standard Assessment	1.10
	Alternate Assessment	2.00
Adjustment	Adjustment (added to each caseload total)	4.50

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.

What procedures will a special education teacher use to resolve caseload concerns?

Resolution Process

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 staff member, and others, as helpful. Prior to this meeting, relevant data shall be gathered as outlined in the Caseload Determination document outlined in the special education plan. The teacher should also include his/her schedule(s). 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 Waukeel 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 Waukeel 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 Waukeel District does not meet requirements, the District will develop an action plan to address any areas of concern.

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.

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