



Winterset Community

School District

Special Education
Service Delivery Plan

Revised May 2024

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Guiding Principles

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 committee meeting 9/27/2023
2. Committee Meeting: Continuum of Services 10/25/2023
3. Committee Meeting: Continuum of Services 12/14/2023
4. Committee Meeting: Roster Matrix 1/24/2024
5. Committee Meeting: Roster Matrix 2/28/2024
6. Committee Meeting: Finalize Plan 3/27/2024
7. Plan sent to AEA board for approval
8. Board approval and adoption of new plan 7/8/2024

Committee members:

Superintendent: Justin Gross

Administrators: Doug Hinrichs, Josh Sussman, Cam Smith, Chad Sussex, Corey St. John, Kendra Alexander

General Education Teachers: Abby McFarland, Tiffany Hillyer, Emma Davis,

Special Education Teachers: Mariah Roberts, Kathy Eighmy, Hayley Tank, Jodi DeVore, Katie VanDyke, Abigail Williams

Parents of Eligible Individuals: Abby Hansen, Tammy Hansen, Bobbi Sawhill

AEA: Rachel Avila

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

Free and Appropriate Public Education (FAPE):

FAPE means special education and related services that are provided at public expense, under public supervision and direction, and without charge; that meet the standards of the state including an appropriate preschool, elementary, or secondary school that are provided in conformity with an individualized education program (IEP). Reference Iowa Administrative Code 281-41.17

Continuum of Services:

Students may receive different services at multiple points along the continuum based upon their IEP.

1. General Education with Consultation

- a. Service provider consults with the general education teacher on instruction, accommodations, modifications, and monitoring the student's progress according to the IEP.

2. General Education with Co-Teaching:

- a. 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.
- b. 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.
- c. Co-teaching may either be an accommodation or specially designed instruction, based on whether co-teaching is essential for a student's success in the general education curriculum.

3. Specially Designed Instruction in General Education:

- a. Specially designed instruction by a certified general ed or special ed 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.

4. Specially Designed Instruction in an Alternate Setting (Out of Class):

- a. Direct, specially designed instruction by a certified special education teacher to provide supplementary instruction.
- b. Provided in an individual or small group setting for a portion of the day in addition to core instruction.

* The instruction provided in specially designed instruction does **not** supplant the instruction provided in the general education classroom.

5. Special Class Services:

- a. Direct, specially designed 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)
- b. This means the student is receiving his or her core instruction separate from non- disabled peers.
- c. This may include the use of technology to record or stream instruction from the student's core classes.

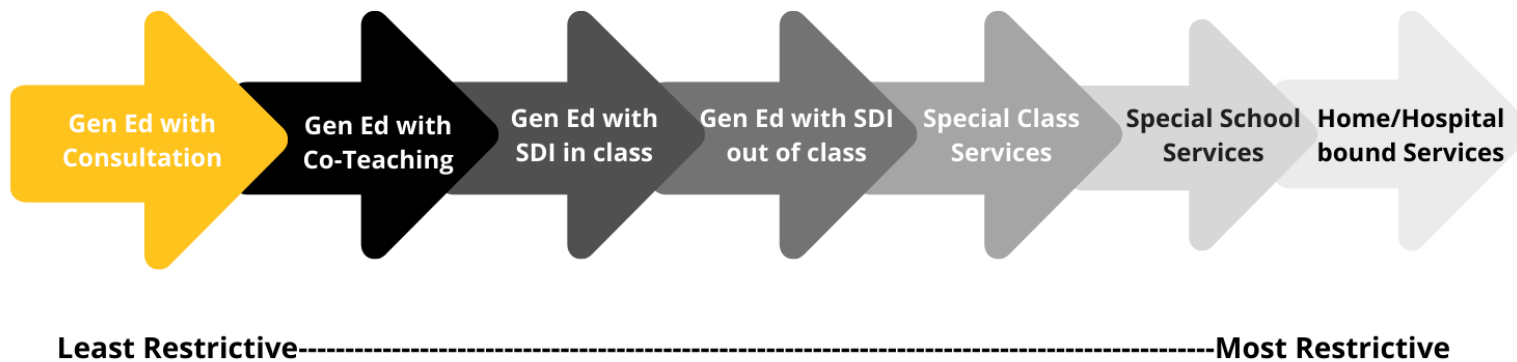
6. Special School Services

- a. Intensive instructional services provided in a highly structured setting by certified teachers and staff in a self contained setting off campus

7. Hospital/Homebound Instruction

- a. Provided to individual students with disabilities who are unable to attend school for a period of time due to a health need such as recovering from surgery, a compromised immune system or a psychiatric disorder.
- b. IEP instructional services provided by a certified teacher.

WCSD Continuum of Services



Delivery Method	Gen Ed. w/ Consultation	Gen. Ed. w/ Co-teaching	SDI in Gen. Ed. Setting	SDI in Sp. Ed. Setting	Special Class Setting	Hospital/ Homebound
General Educator Responsibilities	<ul style="list-style-type: none"> -Oversight of all general education instruction -Implementation of high-quality differentiation -Regular and frequent consultation with the special educator -Provision of specially designed instruction -Provision of accommodations and modifications needed to enable access -Engage in ongoing communication and with all members of the IEP team 	<ul style="list-style-type: none"> -Co-plan, co-deliver, co-assess instruction within the general education classroom -Implementation of high-quality differentiation -Collaborative provision of specially designed instruction -Collaborative provision of accommodations and modifications needed to enable access -Engage in ongoing communication and with all members of the IEP team 	<ul style="list-style-type: none"> -Oversight of all general education instruction -Implementation of high-quality differentiation -Collaborative provision of specially designed instruction within specific skill areas and instructional activities during targeted times (pre-teaching, remediation, re-teaching) -Collaborative provision of accommodations and modifications needed to enable access -Engage in ongoing communication and with all members of the IEP team 	<ul style="list-style-type: none"> - Attend Individualized Education Program (IEP) meetings to contribute insights about the student's progress, strengths, and areas for improvement. - Collaborate with the IEP team to set appropriate goals and accommodations for students in the special class. -Collaborative provision of accommodations and modifications needed to enable access 	<ul style="list-style-type: none"> - Attend Individualized Education Program (IEP) meetings to contribute insights about the student's progress, strengths, and areas for improvement. - Collaborate with the IEP team to set appropriate goals and accommodations for students in the special class. 	<ul style="list-style-type: none"> Maintain regular communication with the special education teacher and other support staff to stay informed about the student's educational needs and goals. - Modify instructional materials and activities to suit the homebound setting, ensuring that students can effectively engage in learning. - Provide guidance to parents or guardians on creating a conducive learning environment at home. - Collaborate with the special education team to adjust instructional plans based on the student's evolving needs.
Special Educator Responsibilities	<ul style="list-style-type: none"> -Understanding instruction and differentiation -Understanding of general education curriculum -Awareness of available resources -Engagement in regular and frequent consultation with general educators to oversee the general educator's provision of accommodations, specially designed instruction and data collection and analysis -Engage in ongoing communication and professional learning with general educators to 	<ul style="list-style-type: none"> -Understanding instruction and differentiation -Collaborative implementation of high-quality differentiation practices -Understanding of general education curriculum -Awareness of available resources -Co-plan, co-deliver, co-assess instruction within the general education classroom -Provide and oversee the provision of specially designed instruction and goal progress. -Engage in ongoing communication and 	<ul style="list-style-type: none"> -Understanding instruction and differentiation -Collaborative implementation of high-quality differentiation practices -Understanding of general education curriculum -Awareness of available resources -Collaboratively provide and oversee the provision of specially designed instruction and goal progress within specific skill areas and instructional activities (pre-teaching, remediation, re-teaching), -Collaborative provision of 	<ul style="list-style-type: none"> - Collaborate with other special education professionals to ensure a cohesive and comprehensive approach to supporting students. - Communicate regularly with parents, providing updates on student progress and strategies for reinforcement at home. - Monitor and document student progress, adjusting instructional plans as needed to address academic and behavioral goals. - Develop and implement individual or small group instruction tailored to students' specific needs and IEP goals. 	<ul style="list-style-type: none"> Design and implement specialized curriculum and instructional strategies tailored to the unique needs and abilities of students with disabilities - Develop and implement behavior intervention plans to address challenging behaviors and promote a positive learning environment. - Collaborate with paraprofessionals and support staff to ensure 	<ul style="list-style-type: none"> -Develop and implement individualized instructional plans that can be carried out in a homebound setting, ensuring alignment with IEP goal - Provide ongoing communication with parents, providing updates on student progress and strategies for reinforcement at home. - Collaborate with healthcare professionals and coordinate with homebound program coordinators to ensure a comprehensive and integrated approach.

	<p>understand learning progressions within the Iowa Core</p>	<p>professional learning with general educators to understand learning progressions within the Iowa Core</p>	<p>accommodations and modifications needed to enable access ³</p> <ul style="list-style-type: none"> -Engage in ongoing communication and professional learning with general educators to understand learning progressions within the Iowa Core 		<p>effective implementation of individualized educational programs.</p> <ul style="list-style-type: none"> - Conduct regular assessments to monitor student progress and adjust instructional plans accordingly. - Facilitate Individualized Education Program (IEP) meetings and collaborate with related service providers to address students' diverse needs. 	<ul style="list-style-type: none"> - Document and maintain accurate records of student progress and instructional activities while in the homebound setting.
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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 director, building principals, and AEA service providers. Caseloads may be modified based on summer registration and actual fall enrollments.

In determining teacher caseloads, the Winterset Community School District will use the WCSD Caseload Matrix developed by the District Developed Service Delivery Plan team. At the beginning of each quarter the special education director will prompt the special education teachers to turn in their matrix in order to monitor the caseloads of all teachers in the district.

This caseload limit may be exceeded by no more than 10 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. 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 teachers, special education director, building principals, and Heartland AEA service providers. Caseload determinations will take into account the needs of the students as documented on their IEPs.

The caseload maximum will be 85 points. 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. A teacher serving primarily level I students will not have more than 21 students on his/her roster.

In determining teacher caseloads, the Winterset Community School District will use the WCSD Caseload Matrix developed by the District Developed Service Delivery Plan team. At the beginning of each quarter the special education director will prompt the special education teachers to turn in their matrix in order to monitor the caseloads of all teachers in the district.

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.

Winterset Community School District Caseload Matrix Worksheet

Number of general education students on your roster (PK only) _____ x .5	
How many students are on your roster: _____ Number of students with a level 1 weighting _____ x 1.0 _____ Number of students with a level 2 weighting _____ x 2.0 _____ Number of students with a level 3 weighting _____ x 3.0 _____ Number of gen ed students on your roster _____ x.25 (ECSE only)	
For how many associates do you provide SOLE supervision? _____ x 1.0 For how many associates do you provide SHARED supervision? _____ x .5	
How many students on your roster are you overseeing medicaid billing? _____ x 1	
How many grade levels are represented on your roster? _____ x 1.0	
How many outside support services are you co planning, collaborating and/or consulting with for each student (e.g. speech, OT, PT, nursing, post secondary, voc rehab, etc)? *Count each service per student one time _____ x .25	
How many goals do you provide SDI/PM for? _____ x 1	
*Using the definitions below How many teachers do you consult with? _____ x .25 How many teachers do you co-plan? _____ x 1	
How many students qualify for alternate assessment? _____ x 1	
How many students on your roster have a Behavior Intervention Plan? _____ x 1	
Total	

Definitions:

Consultation means providing support regarding a student's progress (ex: problem solving around a singular issue; communicating on how a student is doing or asking about an assignment.)

Co-Planning means providing ongoing and frequent support specific to a student's instruction, delivery or course methodology. (ex: co-planning, analyzing information, & sharing delivery of instruction to create a product/plan for a student. Non example: sending an email asking about an assignment or student progress)

Co-teaching is when both teachers share all instructional responsibility, accountability and ownership for a single group of students.

Training means reviewing student specific information, student health plans/FBAs/BIP/IEPS, procedures (building, classroom, district), and technology support.

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

Caseloads will be reviewed by individual special education teachers by their building principal and/or special education director quarterly or upon request.

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 and special education director.
2. Specific caseload reviews will be conducted by a review team composed of the building principal, the requesting teacher, a special education teacher, and a member of the AEA special education team. The caseload review team shall be organized and convened by the special education director.
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.
4. The superintendent will make an administrative decision within seven working days of receipt of the committee recommendation.
5. The decision will be communicated in writing to the committee and the teacher submitting the request for caseload review.
6. If the special education teacher does not agree with the determination, further appeal may be made to the AEA Director of Special Education.
7. The AEA Director/designee will meet with the personnel involved and will provide a written decision.

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
- Realigning associates or hiring additional associates
- Realigning or hiring of special education teacher(s)
- Signed agreement of the roster teacher that the current situation is feasible

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?

District Level Data Review:

Winterset Community School District will examine the results of the State Performance Plan, IDEA-DA, and Annual Progress Report to determine the necessary corrections that need to be made and establish priorities by which to ensure an effective delivery system for our eligible students. If the district does not meet requirements set forth in the State Performance Report and Annual Progress Report, the district will work with the Iowa Department of Education and AEA 11 to develop an action plan. If WCSD meets all the necessary requirements, the delivery system will be considered effective.

Individual Data Review:

1. Special education teachers will update IEP data bi-weekly 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 in PLCs 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.

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.
- 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.