

## **District Developed Special Education Service Delivery Plan WACO Community School District**

### **1. What was the process 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 representatives of Great Prairie Area Education Agency.

WACO's DDSDP meeting was held on April 10, 2019. The committee was comprised of;

- Kim Kirchner, AEA regional director
- Emily Settles, elementary principal
- Tim Bartels, high school principal
- Heather Reusch, parent
- Megan Brown, parent
- Julie Klett, high school special education teacher
- Cassie Stuflick, elementary special education teacher
- Dan Brandstetter, special education teacher
- Katie Roth, elementary special education teacher
- Michelle Fedler ,preschool/special education teacher
- Gwen Morrow, general education teacher
- Brenna Shaffer, elementary instructional coach

The DDSDP will be available for public comment from 4/15/2019 to 5/15/2019. The WACO CSD Service Delivery Plan will be available at the high school office, the elementary office, and on the district website.

The WACO CSD Service Delivery Plan will be submitted for approval to the AEA Director of Special Education or designee mid-May 2019.

The WACO CSD Board of Education will be presented with the plan for approval at its regularly scheduled meeting on 7/2019.

## 2. How will services be organized and provided to eligible individuals?

### WACO CSD CONTINUUM OF SERVICES

**General Education with consultation.** The student is served in the general education classroom without any accommodations or modifications to the curriculum, instruction, testing or grading. The service provider is responsible for consulting with general education teacher and monitoring the student's progress according to the IEP.

**General Education with consultation/accommodations.** The student is served in the general education classroom with consultation and support from the special education teacher. The general education teacher is responsible for direct instruction, testing, grading and behavioral management as specified in the IEP. The special education teacher support may include assisting the general education teacher with the design and preparation of materials, adaptations and accommodations. The special education teacher is responsible for monitoring the student's progress on IEP goals.

**General Education with direct special education support in the general education classroom.** The student receives special education support for the general education curriculum in the general education setting. The special education teacher, support service provider, or trained paraprofessional will be in the general education classroom to group of students, through models such as collaborative or co-teaching. The special education teacher/service provider is responsible for monitoring the student's progress on IEP goals.

**General Education with direct special education support outside the general education classroom.** The student receives special education support for the general education curriculum outside the general education setting. When the services cannot be appropriately provided in the general education setting, the student may receive selected services or all services he/she needs in a separate educational setting (including, but not limited to special classes, specials schools, home instruction, and instruction in hospitals and institutions). The special education teacher/service provider is responsible for monitoring the student's progress on IEP goals.

**Regular Early Childhood Program with Teacher holding Dual Endorsements.** (i.e.: Endorsement 100: Teacher-Prekindergarten through grade three, including special education.) The child is served in the regular early childhood classroom with a teacher who holds a valid practitioner's license issued by the Board of Educational Examiners that includes prekindergarten and early childhood special education. The teacher is responsible for direct instruction, preparation of materials, adaptations and accommodations as specified in the IEP. The teacher with the dual endorsement is responsible for implementing and monitoring the child's progress according to the IEP.

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

	Curriculum	IEP Goals	Specially Designed Instruction	Joint planning and consultation	Paraprofessional Support	Assistive Technology	FBA/BIP
Zero Points	Student is functioning in the general education curriculum at a level similar to peers	Student has IEP goals instructed by another teacher or service provider.	Student requires no specially designed instruction	Joint planning typical for that provided for all students	Individual support needed similar to peers	Assistive technology use is similar to peers	Student requires no FBA or BIP
One Point	Student requires limited modifications to the general curriculum	Student has 1-2 IEP goals.	25% or less of instruction is specially designed and/or delivered by special education personnel	Special education teachers conduct joint planning with 1 general education teacher or paraprofessionals over the course of each month	Additional individual support from an adult is needed for 25% or less of the school day	Assistive technology requires limited teacher-provided individualization and/or training for the student	Requires limited time assessment, planning, data collection and communication with others (not more than 2 hours per month)
Two Points	Student requires significant modifications to the general curriculum	Student has 3 IEP goals.	26-75% or less of instruction is specially designed and/or delivered by special education personnel	Special education teachers conduct joint planning with 2 to 3 general education teachers or paraprofessionals over the course of each month	Additional individual support from an adult is needed for 26% to 75% of the school day	Assistive technology requires extensive teacher-provided individualization and/or training for the student	Requires 2 to 4 hours monthly for assessing, planning, data collection and communication with others
Three Points	Significant adaptation to grade level curriculum requires specialized instructional strategies. Alternate assessment is used to measure progress	Student has 4 or more IEP goals.	76 to 100% of instruction is specially designed and/or delivered by special education personnel	Special education teachers conduct joint planning with more than 3 general education teachers or paraprofessionals over the course of each month	Additional individual support from an adult is needed from 76% to 100% of the school day	Assistive tech requires extensive teacher-provided individualization and/or training for the student- Significant maintenance and/or upgrades for continued effective use are anticipated	Requires more than 4 hours for assessing, planning, data collection and communication with others

Point Total: \_\_\_\_\_

#### **4. What procedures will a special education teacher use to resolve caseload concerns?**

Caseloads will be reviewed at least twice per year by September 30th and April 30<sup>th</sup> by individual LEA special education teachers with their building principal or special education coordinator. A caseload maximum will be considered to be 85 total points. In addition to scheduled reviews, caseloads will be reviewed under the following circumstances:

- If the caseload limit is or will be exceeded by 10% for a period of 6 weeks, then a review may be requested in writing.
- When a teacher has a concern about their ability to effectively perform the essential functions of their job due to caseload, then a review may be requested in writing.

#### **REQUESTING A CASELOAD REVIEW**

- All requests must be in writing.
- Requests should initially be given to an individual's principal/supervisor.
- A committee will be appointed annually to serve as a review team in collaboration with the building principal/supervisor.
- The person requesting the review is responsible for gathering relevant information to support their request. This information may include, but is not limited to:
  - IEPs,
  - Schedule and instructional groupings,
  - Collaborative/co-teaching assignments,
  - Number of buildings.

#### **PROCEDURAL STEPS**

1. Informal problem solving strategies in relation to caseload concerns have been exhausted.
2. A written request for caseload review is submitted to the principal/supervisor.
3. The request is reviewed for clarification with the principal/supervisor. The principal/supervisor tries to resolve the concern at this point.
4. If the caseload concerns cannot be satisfactorily resolved, the request is then sent to the caseload committee.
5. Within 15 working days, the caseload committee will review the request and give a recommendation to the individual's principal/supervisor.
6. Upon receipt of the committee's recommendation, the principal/supervisor will review the information and discuss it with the individual. Within five working days, the principal/supervisor will meet with the individual and provide a written determination.
7. Within 10 working days, the principal will meet with the individual and provide a written determination.
8. If the person requesting the review does not agree with the determination, they may appeal to the AEA Director of Special Education.

9. The AEA Director/designee will meet with personnel involved and will provide a written decision.

**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?**

The WACO CSD will examine the Special Program Plan (SPP), Annual Progress Report (APR), and the Quality Preschool Program Standards (QPPS) to determine priorities and develop an action plan. The district will work in collaboration with the State and GPAEA. If the WACO CSD meets SPP, APR, and QPPS requirements, the Special Education Delivery system will be considered effective. If the district does not meet the data requirements, the district will work towards improvement in collaboration with the State and GPAEA.