

# **Winterset Community Schools**

## **Special Education Service Delivery Plan**

Approved by  
Heartland AEA 11 June 4, 2009  
Winterset Board of Education June 22, 2009

Dr. Doyle F. Scott, Superintendent  
Ann Bartelt, Curriculum Director

224 E. Highway 92, Suite 3  
Winterset, IA 50273

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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 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**

<b>Step</b>	<b>Action</b>	<b>Timeline</b>
1	The district school board approves the development of District Developed Service Delivery Plan and individuals on development committee.	February 23, 2009
2	The committee develops the plan.	March – April 2009
3	The plan is available for public comment.	May 18-29, 2009
4	The AEA Special Education Director verifies compliance.	June 4, 2009
5	The district school board approves the plan prior to adoption.	June 22, 2009
6	The plan is included in the designated area of the Comprehensive School Improvement Plan.	September 15, 2009
7	The plan is reviewed in connection with the 5 year accreditation cycle OR earlier if required by determination given by the state.	

**Committee Members who Drafted and Reviewed the Plan**

District Administrators

Ann Bartelt Curriculum Director  
 Wendy Sawyer Elem. Assoc. Principal  
 Molly Clark MS/JH Principal

General Education Teachers

Karly Breeding elementary  
 Kathy Vaughn elementary  
 Joan Johnston middle school  
 Josh Smith junior high  
 John Harper high school

Special Education Teachers

Michele McCarty preschool  
 Staci Sheffield elementary  
 Lana McDonald elementary  
 Alissa Kerr middle school  
 Teresa Barber junior high  
 Laura Silverthorn high school  
 Linda Busch high school

Parents of eligible individuals

Shannon Corkrean elem.  
 Carol Bassett elementary  
 Glenna Camp middle school  
 Carolyn Smith junior high  
 Kim Tucker high school  
 Shalea Fleming high school

Heartland AEA 11 Representatives

Tinna Walberg Region 3 Partnership Director  
 Sandee Dickinson Special Education Consultant

## **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 children with disabilities

**Access to Continuum:** Winterset Community Schools will provide access to the 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).

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 Monitored by a Licensed Early Childhood Special Education Staff:**

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:**

Licensure: Prekindergarten and Early Childhood Special Education

Teacher Responsibilities: Provide general education and special education instruction

Student Population: Less than 50% children with disabilities

#### **Notes:**

- Students may receive different services at multiple points along the continuum based on the 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 3-5.

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

### **Continuum of Services Kindergarten through Age 21**

**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 the general education teacher and monitoring the student's progress according to the IEP.

**Consulting Teacher Services:** Consulting Teacher services are defined as indirect services provided by a certified special education teacher to a general education teacher in adjusting the learning environment and/or modifying his/her 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 Services:** Co-Teaching services are defined as specially designed instruction provided to a group of students with disabilities and nondisabled students. These 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.

**Collaborative Services:** Collaborative services are defined as direct specially designed instruction provided to an individual student with a disability or to a group of students with disabilities 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.

**Supportive Services:** Supportive services are defined as 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 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 instruction provided in the general education classroom through Consulting Teacher, Co-teaching, or Collaborative services. The specially designed instruction provided in Supportive settings does **not** supplant the instruction provided in the general education classroom.

**Focused Services:** Focused services are defined as 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 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. This means the student is receiving his or her primary instruction separate from non-disabled peers.

**Alternate Setting Services:** Alternate setting services are defined as 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 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 (including, but not limited to speech, 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 the 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 following program standards:

1. Iowa Quality Preschool Performance Standards (QPPS); OR
2. National Association for the Education of Young Children (NAEYC) Accreditation

As of the writing of this plan, the Winterset Community School District follows 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 in 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. 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 range of 20-25 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.

**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. Caseloads may be modified based on summer registration and actual fall enrollments. Caseloads will be reviewed three times per year (September, January, May) by individual district special education teachers with their building principal and/or special education coordinator.

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

A teacher may be assigned a caseload within the range of 30-45 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 Worksheet

1. How many IEP students are on your roster? (\_\_\_\_ x 1) \_\_\_\_\_
  2. Regardless of whether or not the IEP students are listed on your roster, list the number of IEP students in each category below:
    - a. Up to 120 minutes a day of direct instruction (\_\_\_\_ x 1) \_\_\_\_\_
    - b. Between 121-300 minutes a day of direct instruction (\_\_\_\_ x 1.25) \_\_\_\_\_
    - c. More than 300 minutes a day of direct instruction (\_\_\_\_ x 1.5) \_\_\_\_\_
  3. For how many roster students will you be planning and supervising work experience/transitions/functional life experiences? (\_\_\_\_ x .25) \_\_\_\_\_
  4. How many minutes a day do you co-teach/collaborate/consult with other teachers, as specified on the students' IEPs?
    - a. Up to 90 minutes a day (\_\_\_\_ x 1) \_\_\_\_\_
    - b. Between 91-180 minutes a day x 1.50 (\_\_\_\_ x 1.5) \_\_\_\_\_
    - c. More than 180 minutes a day x 2.00 (\_\_\_\_ x 2) \_\_\_\_\_
  5. How many students on your roster are dependent on you for their physical needs (such as toileting, dressing, mobility, or other health care need specified on the IEP)? (\_\_\_\_ x 1) \_\_\_\_\_
  6. How many students are on a BIP? (\_\_\_\_ x 1) \_\_\_\_\_
  7. With how many associates do you collaborate? (\_\_\_\_ x 1) \_\_\_\_\_
  8. How many students do you provide services for off-site (e.g., hospitalized, home-bound, in general ed. pre-schools) ? (\_\_\_\_ x 1) \_\_\_\_\_
  9. For how many students are you implementing interventions for those not staffed into special ed. or for those undergoing interventions for an added goal area? (\_\_\_\_ x .25) \_\_\_\_\_
  10. For how many students do you do an alternate assessment? (\_\_\_\_ x .5) \_\_\_\_\_
- Total \_\_\_\_\_

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

Caseloads will be reviewed three times per year (September, January, May) by individual special education teachers with their building principal and/or special education coordinator.

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

A special education teacher who has a caseload concern should contact the building principal. If the concern is not resolved after contacting the principal, the teacher may request a caseload review with a written statement of his/her concerns to the building principal. 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. 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:

1. current number of IEP students on the teacher's roster
2. amount of time spent in direct instruction
3. the number of roster students for which the teacher will be planning and supervising work experience, transitions, or functional life experiences
4. daily preparation and planning time for co-teaching, collaborating, or consulting with other teachers as specified on the students' IEPs
5. the number of roster students dependent on the teacher for their physical needs (e.g., toileting, dressing, mobility, or other health care needs specified on the IEP)
6. number of students on a Behavior Intervention Plan (BIP)
7. number of associates with whom the teacher collaborates
8. number of students for whom the teacher provides services off-site (e.g., hospitalized, home-bound, general education preschools)
9. number of students for whom the teacher implements interventions, either for those not staffed into special education or for those undergoing interventions for an added goal area
10. number of students for whom the teacher does an alternate assessment

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
- the hiring of additional associates
- the hiring of additional special education teacher(s)

- the signed agreement of the referring teacher that the current situation is feasible

The district 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 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 will examine their State Performance Plan (SPP) data and Annual Progress Report (APR) data to review the district’s results relative to the progress indicators outlined in the State Performance Plan and Annual Progress Report. If the district meets or exceeds SPP and APR 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.

## 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.