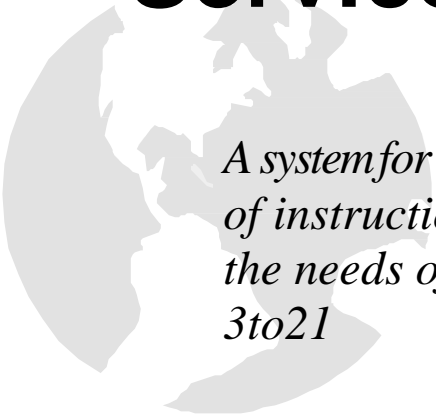


Waterloo Community Schools

Special Education Service Delivery Plan



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



Waterloo SCHOOLS

REVISED
5/21/15



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 staff, general education teachers, administrators, and representatives of the AEA.

On Monday, April 27, 2009, the Waterloo Board of Education approved committee members to complete a Special Education Service Delivery Plan for Waterloo Community Schools. In the state of Iowa, all districts were required to develop a plan by September 15, 2009. The approved Service Delivery Plan was inserted into the Comprehensive School Improvement Plan in September, 2009.

This plan was reviewed and revised on May 21, 2015 in preparation for the district’s upcoming 2015-2016 State Accreditation Site Visit. The revised plan will be communicated to others (general education staff, special education staff, and administrators through district-developed professional development. The plan will be shared with parents and other relevant stakeholders via school websites, social media outlets, and individual conversations regarding IEP services.

Overview of steps in completing this Service Delivery Plan:

- Step 1:** The district school board approves the development of Service Delivery Plan and individuals on development committee.
- Step 2:** The committee develops the plan.
- Step 3:** The draft plan is available to district staff for review and comment.
- Step 4:** The draft plan is available for public comment.
- Step 5:** All input is reviewed and considered.
- Step 6:** Plan is available for committee review and final approval.
- Step 7:** The AEA Special Education Director verifies plan compliance.
- Step 8:** The district school board approves the plan prior to adoption.
- Step 9:** The plan is included in the designated area of the CSIP.
- Step 10:** The plan is reviewed in connection with the 5 year accreditation cycle or earlier if required by determination given by the state.

Review and Revision Committee Members

District Administrators

Amy Alfrey	Special Education Coordinator
Larry Martin	Director of Support Services

Building Administrators

Lucy Evans	Carver Academy
Trista Manternach	Poyner Elementary
Henry Shepherd	Expo Alternative Learning Center
Matt Willand	Highland Elementary

Parents

Stacy Albus	Parent
Angela Montgomery	Parent
Shana Muhammad	Parent

Special Education Staff

Rob Griffin	Special Education Instructional Coach
Clozelle Harris	Special Education Instructional Strategist
Mariah Havel	Special Education Instructional Strategist
Katie Kimber	Transition Alliance Program Facilitator
Katie LeClere	Special Education Instructional Strategist

General Education Staff

Raymond Harris	Central Middle School General Education Teacher
Melanie Onken	Irving Elementary General Education Teacher

AEA 267 Representatives

Janelle Brouwer	AEA 267 Special Education Coordinator
Julie Gowans	AEA 267 Team Representative
Emilie Souhrada	AEA 267 Team Representative
Rusti Sparks	AEA 267 Team Representative
Erin Torruella	AEA 267 Team Representative



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

Ages 3-5 Terms and Definitions

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

Regular Early Childhood Program: Less than 50 percent children with disabilities, including those with support only IEPs

Early Childhood Special Education (ECSE) Program: More than 50 percent children with disabilities, including those with support only IEPs

Access to Continuum

Waterloo 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 (QPPS);
2. Head Start Program Performance Standards; or
3. National Association for the Education of Young Children (NAEYC) Accreditation

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.

Waterloo 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: Services are defined as occurring in the general education classroom. The teacher holds a license issued by the Board of Educational Examiners that includes pre-kindergarten and early childhood special education. The teacher is responsible for direct instruction, preparation of materials, adaptation 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.

Regular Early Childhood Program Monitored by a Licensed Early Childhood Special Education Staff: Services are defined as occurring in the general education classroom. The classroom teacher holds a license for pre-kindergarten. The general education teacher is responsible for classroom instruction and implementation of adaptations and accommodations as specified in the IEP. The licensed early childhood special education staff is responsible for monitoring the implementation of services described in each IEP and monitoring student progress relative to goals in the IEP.

Early Childhood Special Education Program: Services are defined as direct specially designed instruction provided to students with disabilities by a licensed early childhood special education teacher. The curriculum is tied to the general education curriculum, but is modified to meet the needs of the students.
Classroom instruction is provided by a licensed early childhood special education teacher.

Co-taught Early Childhood Program: Services are defined as a general education early childhood classroom. The general education curriculum and specially designed instruction are provided to a group of students with disabilities and without disabilities. All aspects of classroom instruction are co-planned and co-taught by a licensed early childhood special education teacher and an early childhood teacher.

The early childhood special education teacher is responsible for monitoring the implementation of services described in each IEP and monitoring student progress relative to goals in the IEP



How will caseloads of early childhood teachers be determined and regularly monitored?

Preschool Program Standards

The regular early childhood program and early childhood special education program will meet the criteria of the Preschool Program Standard being implemented regarding maximum class size and teacher-child ratios.

Caseload Determination

Head Start Program Performance Standards

(See caseload in 45 CFR Part 1306 – Head Start Staffing Requirements and Program Options)

Iowa Quality Preschool Program Standards (QPPS)

(See caseload in QPPS Implementation Guide – Section III, Page 53)

National Association for the Education of Young Children (NAEYC)

(Same caseload guidelines as QPPS)

How will service be organized and provided to eligible individuals kindergarten through age 21?

Least Restrictive Environment (LRE)

Least Restrictive Environment (LRE) is based on the presumption that the general education environment should be the first choice for educating all individuals. It refers to a related set of requirements aimed at providing individuals with disabilities with the greatest interaction with nondisabled children and adults, an appropriate education, and the special assistance needed for success in the general education environment. Individualized Education Program (IEP) teams must address the following LRE considerations:

- The services the student needs;
- The supplementary aids and supports needed by the student;
- The environment as well as what occurs in that environment;
- The general education curriculum;
- A review of the appropriateness and educational benefit of each service and environment being considered for the individual;
- Nonacademic and extracurricular activities in which nondisabled individuals participate.

Kindergarten – Age 21 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 teachers 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 an instructional strategist or service provider. Consulting services are defined as indirect services provided by a certified instructional strategist or service provider to a general education or regular early childhood program teacher in adjusting the learning environment and/or modifying his/her instructional methods using specially designed instruction strategies to meet the individual needs of a student with a disability.

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Specially designed instruction in the general education classroom. The student receives direct special education support for the general education curriculum in the general education setting. Specially designed instruction is provided to an individual student with a disability or to a group of students with disabilities by a certified instructional strategist or support service provider in a general education classroom or regular early childhood program to aid the student(s) in accessing the general education curriculum. These services are provided simultaneously with the general education content area instruction. Services provided could be delivered through a combination of joint planning, collaborative instruction, co-teaching and/or direct instruction.

Specially designed instruction outside the general education classroom. The student receives specially designed instruction and support for the general education curriculum outside the general education or regular early childhood program setting. Direct specially designed instruction is provided to an individual student with a disability or a group of students with disabilities by a certified special education teacher or support service provider 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 and supplement the instruction provided in the general education classroom. The specially designed instruction provided in these settings is in addition to the instruction provided in the general education classroom.

Special class/extended core instruction: The student receives his or her primary instruction separate from non-disabled peers. Direct specially designed instruction is provided to an individual student with a disability or group of students with disabilities by a certified instructional strategist outside the general education or regular early childhood program setting to provide instruction which is aligned to the general core curriculum but has been modified to meet the unique needs of the student(s) in a small group setting.

Special school services: Special school services are defined as specially designed instruction provided to individual students with the most significant disabilities. Intensive instructional services are provided in a highly structured setting by certified instructional strategists and staff in a separate school setting. These services should only be considered when less restrictive points on the continuum have been unable to meet the needs of an individual student.

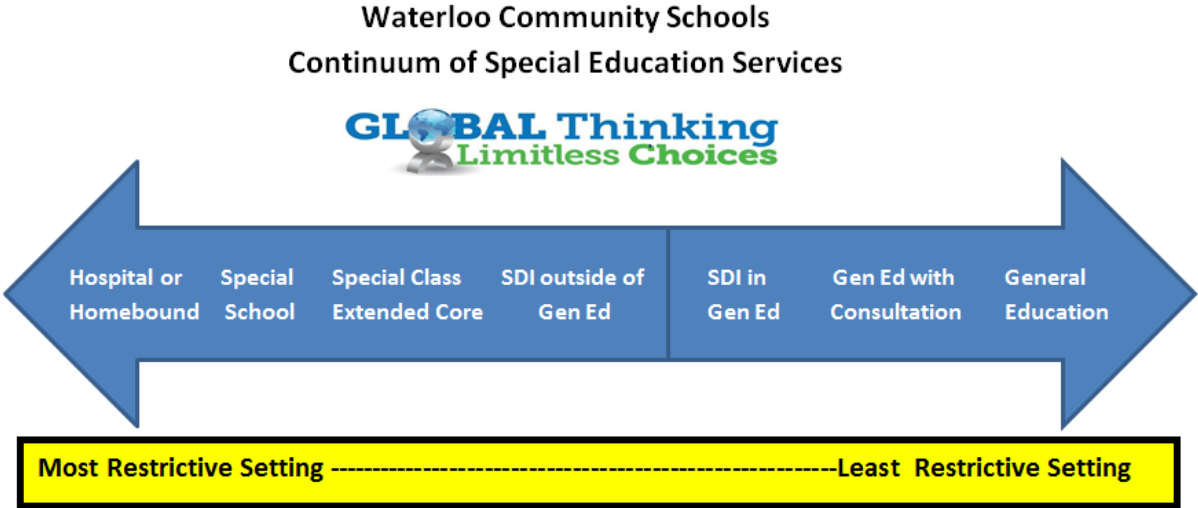
Hospital/Homebound Instruction Services: Hospital/Homebound Instructional services are defined as specially designed instruction provided to individual students with disabilities that are unable to attend school for a period of time due to a health need. Instruction is provided by a certified instructional strategist. These services are only provided with appropriate medical documentation and are typically short-term in nature.

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' kindergarten–age 21.



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

Kindergarten - Age 21

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 coordinator. In addition to scheduled reviews, caseloads will also be reviewed when a teacher, administrator, AEA support staff member or parent has a concern about the ability of the teacher to effectively perform the essential functions of his or her job due to the size of the caseload.

A “full” teacher caseload will be considered to be in the range of 45-75 total points. If a teacher’s caseload exceeds this number, the teacher and the building principal will meet to discuss whether the teacher is able to provide the services and supports specified in his or her students’ IEPs. If the teacher is able to do so, no further action is needed. If the teacher is unable to provide the services and supports specified in the students’ IEPs, a plan of action will be developed. If the teacher is not satisfied that the plan of action will meet the requirements of his or her students’ IEPs, the teacher may initiate the process for resolving caseload concerns that is described in this plan.

In determining teacher caseloads, the Waterloo Community School District will use a combination of a rubric and individual teacher questions. The rubric portion will address the following areas: curriculum, IEP goals, specially designed instruction and paraprofessional support. The additional questions will address: total number of IEPs, collaborative planning, behavior intervention plans, and assistive technology. Values will be assigned as indicated on the rubric and the electronic caseload determination worksheet. Teachers will enter scores from the rubric and responses to the questions onto the worksheet which will automatically calculate the caseload total.

(Please see following pages for the worksheet and rubric) Full narrative descriptions are also provided after the rubric and worksheet documents.

Caseload Determination Worksheet

Teacher Caseload Determination Worksheet

Teacher Name: _____

School: _____

Student Names	General Curriculum	IEP Goals	Specially Designed Instruction	Para Educator Support	14 or older	Total
						0
						0
						0
						0
						0
						0
						0
XXXXXXXXXX	0	0	0	0	0	0

Points will be added for each answer below:

How many students with IEP's on your roster?	
With how many teachers do you collaboratively plan instruction or co-teach?	
With how many instructional assistants/paras do you collaborate on a weekly basis?	
How many students on your roster have a BIP?	
How many students on your roster have specific AT identified in their IEP? (Bookshare, RWG, Asst. devices, PODD)	0
	0

Total 0

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Waterloo Community School District Special Education Caseload Determination Rubric

	General Curriculum	IEP Goals	Specially Designed Instruction	Para Educator Support (individual not classroom)
0 Points	Student is able to access general curriculum with no accommodations / modifications	Student only has IEP goals monitored by another service provider	Student requires no specially designed instruction	Student does not require individual para educator support (classroom support similar to peers)
1 Point	Student requires limited accommodations / modifications to access general curriculum	Student has 1-2 IEP goals	25% or less of all instruction is specially designed	This student's IEP requires additional individual support from a para educator for 25% or less of the school day
2 Points	Student requires significant accommodations / modifications to the general curriculum	Student has 3 IEP goals	26-75% or less of all instruction is specially designed	This student's IEP requires additional individual support from a para educator for 26% to 75% of the school day
3 Points	Student requires significant adaptation to general curriculum based on essential elements. Alternate assessment is used to measure progress	Student has 4 or more IEP goals	76 to 100% of all instruction is specially designed	This student's IEP requires additional individual support from a para educator for 76% to 100% of the school day

Total Points _____

In determining special education caseloads, the Waterloo Community School District will use the following values to assign points to the caseloads of each Instructional Strategist in the district.

Curriculum

- Zero Points: Student is functioning in the general education curriculum at a level similar to peers.
- One Point: Student requires limited modifications to the general curriculum.
- Two Points: Student requires significant modifications to the general curriculum.
- Three Points: Student requires adaptation to general curriculum based on essential elements. Alternate assessment is used to measure progress.

IEP Goals

- Zero Points: Student has IEP goals instructed by another teacher or service provider.
- One Point: Student has 1-2 IEP goals.
- Two Points: Student has 3 IEP goals.
- Three Points: Student has 4 or more IEP goals.

Specially Designed Instruction

- Zero Points: Student requires no specially designed instruction.
- One Point: 25% or less of all instruction is specially designed
- Two Points: 26-75% or less of all instruction is specially designed
- Three Points: 76 to 100% of all instruction is specially designed

Paraprofessional Support

- Zero Points: Student does not require individual support. Support is similar to peers.
- One Point: Additional individual support from an adult is needed for 25% or less of the school day.
- Two Points: Additional individual support from an adult is needed for 26 to &75% of the school day.
- Three Points: Additional individual support from an adult is needed from 76 to 100% of the school day.



In addition to the above areas from the rubric, the caseload will be assigned one point per number for the answers to each of the questions below:

1. How many students with IEPs are on your roster?
2. With how many teachers do you co-teach or collaboratively plan instruction?
3. With how many instructional assistants/para-educators do you collaborate?
4. How many students on your roster have a Behavior Intervention Plan?
5. How many students on your roster have specific Assistive Technology identified in their IEP? (Bookshare, Read Write Gold, AT devices, PODD)

Teachers will record their rubric scores and the total numbers to each of the above questions on their electronic Caseload Determination Worksheet which will automatically calculate their caseload total.

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 will convene a review committee within ten working days to problem solve and listen to the concern from the referring teacher. This committee may include the building principal, the special education teacher, the district Special Education Coordinator, AEA 267 staff member, and others as designated. A written response shall then be submitted to the teacher and to the Special Education Coordinator.
- 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 Elementary Education or to the Director of Support Services.
- 5) Within ten working days after receiving the appeal, the Director of Support Services shall convene a meeting with the teacher and principal to discuss the concern, submit a written response to the teacher, and provide a copy of the response to the principal and the Superintendent.
- 6) If dissatisfied with Step 5, the teacher may provide a written appeal to the Superintendent within five working days. The Superintendent will make the final decision within five working days. A written response shall be provided for all parties involved.

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7) If dissatisfied with Step 6, the teacher may provide a written appeal to the AEA 267 Director of Special Education or designee. The AEA 267 Director will meet with the personnel involved with the appeal and then render a written decision.

Note:

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.

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?

State Performance Plan Targets and Service Delivery Plan Effectiveness

In order to meet the State Performance Plan/Annual Progress Report (SPP/APR) goals, accountability will be addressed in the following ways:

- Individual student IEP goal progress monitoring
- District level examination of achievement and SPP/APR data

Individual: Individual student progress on IEP goals will be reviewed and discussed on a regular and on-going basis (every 2 weeks) by the instructional strategist, general education teacher(s), AEA team representative and school administrator as appropriate. The purpose of this review is to determine if adequate progress is being made, if any adjustment in instruction is needed, or if other targeted or intensive interventions through RtI or special education are indicated. (Note: Changes in goals, proficiency criteria or LRE must occur through an IEP team meeting.)

School and District: At least once per year, district administrators and staff will examine their special education district profile to review the district's data relative to progress indicators outlined in Iowa's State Performance Plan (SPP) for special education. District administrators will also examine the district's Annual Progress Report (APR) each year to review achievement data as it pertains to students with IEPs in the district. These data will be used to determine needs and priorities to develop an action plan for special education instructional services when necessary.

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If the district meets or exceeds APR goals and target goals outlined in Iowa's State Performance Plan for special education, the delivery system will be considered effective. If the district does not meet APR goals or SPP target goals, district staff will work in collaboration with AEA 267 staff to develop an action plan designed to promote progress toward these goals.

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, 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 this 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 for at least 14 days.

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- 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.