

Wapello Community School District

District Designed Special Education Delivery Plan 2018-2019

Caseload Rubric

Teacher _____

Student _____

	<i>Curriculum</i>	<i>IEP Goals</i>	<i>Specially Designed Instruction</i>	<i>Joint Planning and Consultation</i>	<i>Paraprofessional Support</i>	<i>Assistive Technology</i>	<i>FBA/BIP</i>
0 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 which is provided for all students	Individual support needed similar to peers	Assistive technology use is similar to peers	Student requires no FBA or BIP
1 Point	Student requires limited modifications to the general education curriculum	Student has 1-2 IEP goals	25% or less of instruction is specially designed and/or delivered by special education teacher	Special education teachers conduct joint planning with 1 general education teacher or paraprofessional 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 of the student	Requires limited time assessment, planning, data collection and communication with others (not more than 2 hours per month)
2 Points	Student requires significant modifications to the general education curriculum	Student has 3 IEP goals	26-75% of instruction is specially designed and/or delivered by special education teacher	Special education teachers conduct joint planning with 2 to 3 general education teachers or paraprofessionals over the course of each month	Additional individual support is needed from an adult for 26-75% for the school day	Assistive technology requires extensive teacher provided individualization and/or training for the student	Requires 2 to 4 hours monthly for assessment, planning, data collection and communication with others
3 Points	Significant adaptation to the grade level curriculum requires specialized instructional strategies. Alternate assessment is used for districtwide reporting.	Student as 4 or more IEP goals	76-100% of instruction is specially designed and/or delivered by special education teacher	Special education teachers conduct joint planning with more than 3 general education teachers or paraprofessionals over the course of each month	Additional individual support is needed for 76% to 100% of the school day	Assistive technology requires extensive teacher provided individualization and/or training for the student and 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: _____

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Matrix Directions:

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 education curriculum

Two Points: Student requires significant modifications to the general education curriculum

Three Points: Significant adaptation to the grade level curriculum requires specialized instructional strategies. Alternate assessment is used for districtwide reporting.

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 instruction is specially designed and/or delivered by special education teacher

Two Points: 26-75% of instruction is specially designed and/or delivered by special education teacher

Three Points: 76-100% of instruction is specially designed and/or delivered by special education teacher

Joint Planning and Consultation

Zero Points: Joint planning typical for that which is provided for all students

One Point: Special education teachers conduct joint planning with 1 general education teacher or paraprofessional over the course of each month

Two Points: Special education teachers conduct joint planning with 2 to 3 general education teachers or paraprofessionals over the course of each month

Three Points: Special education teachers conduct joint planning with more than 3 general education teachers or paraprofessionals over the course of each month

Paraprofessional Support

Zero Points: Individual support needed 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 is needed from an adult for 26-75% for the school day

Three Points: Additional individual support is needed for 76% to 100% of the school day

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Assistive Technology

Zero Points: Assistive technology use is similar to peers

One Point: Assistive technology requires limited teacher provided individualization and/or training of the student

Two Points: Assistive technology requires extensive teacher provided individualization and/or training for the student

Three Points: Assistive technology requires extensive teacher provided individualization and/or training for the student and significant maintenance and/or upgrades for continued effective use are anticipated

FBA/BIP

Zero Points: Student requires no FBA or BIP

One Point: Requires limited time assessment, planning, data collection and communication with others (not more than 2 hours per month)

Two Points: Requires 2 to 4 hours monthly for assessment, planning, data collection and communication with others

Three Points: Requires more than 4 hours for assessing, planning, data collection and communication with others