

What process did the district use to develop the special education delivery system for eligible individuals?

The Special Education Delivery Plan was developed in accordance with Iowa Administrative Code rule 41.408(2)"c". The Wapello School Board approved a committee of individuals who developed the plan. This committee included, but is not limited to, parents of eligible individuals, special education teachers and general education teachers, administrators, and at least one, representative from Great Prairie Area Education Agency.

The Board approved committee members and roles are identified below:

- Mike Peterson, Superintendent
- Steve Bohlen, High School Principal
- Brett Nagle, Elementary Principal/District Special Education Director
- Jason Marshall, HS; Angela Sutherland, Elem; Special Education Instructors
- Barb Dunham, Jaci Thornburg, General Education Instructors
- Shawn Stringer, AEA Regional Special Education Director
- Barb Dunham, Carrie Murray, Parents

HOW WILL SERVICES BE ORGANIZED AND PROVIDED TO ELIGIBLE INDIVIDUALS?

Wapello Community School District Continuum of Services

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 instruction 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 the provision of specially designed instruction and academic 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 and multiple models should be used. 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 have a strong research base. This practice will be monitored closely if utilized, and evaluated for effectiveness.

Collaborative Services: Collaborative services are defined as direct specially designed instruction, instructional support, or other assistance provided to an individual student with a disability or to a group of students with disabilities by a certified special education teacher, support service provider, or trained paraprofessional in the general education classroom.

Pull-Out Services: Pull-Out 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. A support service provider or trained paraprofessional may be used to help with the supplementary instruction. These services are provided in an individual or small group setting for a portion of the day. Pull-out services supplement the instruction provided in the general education classroom through reverse consultation services or Collaborative/Co-teaching services. The specially designed instruction provided in Pull-out settings does **not** supplant the instruction provided in the general education classroom.

Special Class including Early Childhood: Special Class 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 (including but not limited to special classes, special schools, home instruction, and instruction in hospitals and institutions). This means the student is receiving his or her primary instruction separate from non-disabled peers.

The early childhood special education program, as well as the consultation and support in the regular early childhood program, must be provided by an ECSE teacher who holds a valid practitioner's license and holds an endorsement that includes ECSE. The ECSE teacher is responsible for monitoring the child's progress on IEP goals. Instructional services meet the Preschool Program Standards using Iowa Quality Preschool Program Standards (QPPS).

Notes:

- The general education teacher is responsible for direct instruction, testing, grading, accommodations, and behavioral management as specified in the IEP.
- 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 3-21.

HOW WILL CASELOADS OF SPECIAL EDUCATION TEACHERS BE DETERMINED AND REGULARLY MONITORED?

Students will be tentatively assigned to service providers in the spring for the following year. Summer registration and actual fall enrollments will determine assignments for the beginning of the school year. Caseloads will be reviewed at least twice during the school year by individual district special education teachers with their building principal and/or special education coordinator.

Great Prairie Area Education Agency (AEA), as a part of the IEP process for all students receiving special education services, continuously monitors those services, and assigns a weighted enrollment factor to each student. The AEA uses the matrix developed and published by the Iowa Department of Education. Points are assigned by the AEA based upon consideration of: curriculum modification, specially designed instruction related to all goal areas regardless of setting, support for school personnel and Least Restrictive Environment (LRE) efforts, and supplementary aids and services/specialized transportation. The weighted enrollment factors assigned are three: 1.72, 2.21, and 3.74 in 2013-14; this is subject to change each year by the State, but the use of three factors to describe the intensity and quantity of special education services has stayed the same for years.

Caseload determination for special education teachers in the Wapello Community School District will use the results of the attached rubric. Students assigned the first weighted factor, *Previously* 1.72, counted as one case point. Students assigned the second weighted factor counted as two case points, and third, as three case points. The determination from this point forward will be done following the attached rubric and individual special education teachers should be kept at 90 points when possible.

The Wapello Community School District expects that the number of cases (as determined in the paragraph above) for a caseload will be 90 or below. Early Childhood caseloads should not exceed the same 90 points on the district approved caseload rubric.

The caseload limit may be exceeded for a period of no more than six weeks, if doing so does not significantly impair the affected teacher's ability to provide the services and supports specified in his or her students' IEPs. Issues to be taken into account by teachers and administrators working on caseloads, not addressed by the state's matrix, include: number of students requiring Medicaid billing, number of reevaluations due in the school year, co-teaching services provided to students not assigned to the teacher's caseload, multiple severe health concerns, and multiple frequent personal care required.

What procedures will a special education teacher in the district use to resolve caseload concerns?

Caseloads will be reviewed at least twice per year by individual LEA special education teachers with their building principal and/or special education coordinator. This is scheduled to be the Midterm of 2nd and Midterm of 3rd Quarters. In addition to scheduled reviews, caseload will also be reviewed under the following circumstances:

- When a specified caseload is exceeded. 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 his or her ability to effectively perform the essential functions of his or her job due to caseload.

REQUESTING A CASELOAD REVIEW

- All requests must be in writing.
- Requests should initially be taken to the Special Education Teacher's PLC or Team to attempt to resolve the issue.
- Next step is to to an individual's principal/supervisor within 7 days of the above step.
- Finally, to the DDSDP Committee will have 15 days to review and give recommendation.
- The committee will be appointed annually to serve as a review team in collaboration with the building principal/supervisor, and or the District Special Education Director.
- The person requesting the review is responsible for gathering relevant information to support their request. This information might include, but is not limited to:
 - IEPs
 - Schedule and instructional groupings
 - Collaborative/co-teaching assignments

- Number of buildings
- Etc...

PROCEDURAL STEPS

1. Informal problem solving strategies in relation to caseload concerns have been exhausted with PLC/Sp.Ed. Team.
2. A written request for caseload review is submitted to your principal/supervisor. The request is reviewed for clarification with your principal/supervisor. The principal/supervisor tries to resolve the concern at this point. Within 7 days, the principal will make determination.
3. If the caseload concerns cannot be satisfactorily resolved, the request is then sent to the caseload committee. Within 15 working days, the caseload committee will review the request and give a recommendation to the individual's principal/supervisor.
4. Upon receipt of the committee's recommendation, the principal will review the information and discuss it with the individual.
5. Within 10 working days, the principal will meet with the individual and provide a written determination. If the person requesting the review does not agree with the determination, he or she may appeal to the AEA Director of Special Education. And should be done within 5 days of receiving written recommendation from step 5.
6. The AEA Director/designee will meet with personnel involved and will provide a written decision within 15 day.

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 district will examine their SPP/APR data to determine priorities and develop an action plan. If the district meets SPP/APR requirements, the delivery system will be considered effective. The district will work for continuous improvement in collaboration with the State and AEA annually.