

**WACO Community School District**  
**Special Education Delivery Plan**  
**2008-09**

**Public Comment Draft**

The Iowa Administrative Rules of Special Education require each school district to develop a plan for the delivery of special education services. Districts must make the plan available for public comment. If you have comments that you wish to be considered before this plan is finalized, please submit those comments to: Mr. Greg Ray, Superintendent  
**Comments must be received by Friday, June 5, 2009**

- January 2009 – Organization of process to develop the plan and recruitment of committee members, both required and volunteer
- February 2009 – School Board agenda item to approve process and committee members
- February through March 2009 – Committee members to develop the plan
- April 4, 2009 – Submit plan to Dr. Mary Ellen Becker, AEA Director of Special Education, for approval
- May 2009 – Post plan for 30 days for public approval
- June 2009 – School Board agenda item to approve the plan with majority vote

<b>Question</b>	<b>Answer</b>
1. What process was used to develop the delivery system for eligible individuals?	<p>The Special Education Delivery Plan was developed in accordance with Iowa Administrative Code rule 41.408(2)"c". The WACO School Board approved a committee of individuals who developed the plan. This committee included parents of eligible individuals, special education teachers and general education teachers, administrators, and at least one, representative from Great Prairie Area Education Agency.</p> <p>The committee members and roles are identified below:</p> <ul style="list-style-type: none"> <li>➤ Parents of eligible individuals (2-5 Parents)</li> <li>➤ Special and general education teachers-Elementary Special Education Teacher-Brenna Shaffer, Secondary Special Education Teacher-Trent Stout, Elementary PE Teacher-Terry Rodgers</li> <li>➤ WACO Administrators-Superintendent-Greg Ray, Elementary Principal-Vicki Reynolds, Secondary Principal-Roger Thornburg, Curriculum Director/Special Education Services Director-Tina Whalen</li> <li>➤ AEA Representative-Gwyneth Rost, AEA Speech</li> </ul>

**WACO Community School District**  
**Special Education Delivery Plan**  
**2008-09**

<b>Question</b>	<b>Answer</b>
2. How will service be organized and provided to eligible individuals?	The description below outlines the continuum of special education services offered in WACO Community School District's educational setting for student's age 3 through 21. ➤ Please see attached document: WACO Continuum of Services
3. How will caseloads of special education teachers be determined and regularly monitored?	Caseloads will be reviewed at least twice per year by individual LEA special education teachers with their building principal and/or special education coordinator. ➤ Please see attached Document: WACO Caseload Monitoring Worksheet ➤ Pre-Kindergarten caseload monitoring will be reviewed using the QPPS criteria
4. What procedures will a special education teacher use to resolve caseload concerns?	In addition to scheduled review, caseload will also be reviewed under the following circumstances: ➤ When a specified caseload is exceeded. If a caseload is exceeded by 10% of the number of students recommended 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. ➤ Please see the attached Document: Resolving Concerns About Caseload
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 their SPP/APR data to determine priorities and develop an action plan. The district will work in collaboration with the state and the local AEA  If the WACO CSD meets SPP/APR requirements, the Special Education Delivery Plan will be considered effective. If the district does not meet the data requirements, the district will work in collaboration with the State and AEA.

# WACO Community School District

## Special Education Delivery Plan

### 2008-09

#### WACO Community Schools 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 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 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. 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.
- 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.
- 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. 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 Consulting Teacher 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: 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. This means the student is receiving his or her primary instruction separate from non-disabled peers.

\*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

# **WACO Community School District**

## **Special Education Delivery Plan**

### **2008-09**

#### **Early Childhood Special Education (ECSE) Continuum of Services**

The definitions for “general education” and “special class”, as used in school age, do not accurately define the classroom or service required for preschool children.

The WACO Service Delivery Plan adheres to the following terms and definitions to describe instructional services and placements for preschool children:

- Regular Early Childhood Program – Less than 50 percent children with disabilities; and
- Early Childhood Special Education (ECSE) Program – More than 50 percent children with disabilities.

#### **General and Special Education Teachers for Preschool Children**

**General Education:** The regular early childhood program is taught by a general education teacher who holds a valid practitioner's license and holds an endorsement that includes prekindergarten.

***Endorsements for Early Childhood Education are:***

- 100 Teacher – Prekindergarten through grade three, including special education;
- 103 Teacher – Prekindergarten through kindergarten; and
- 106 Teacher – Prekindergarten through grade three.

**ECSE:** 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.

***Endorsements for Early Childhood Special Education are:***

- 100 Teacher – Prekindergarten through grade three, including special education;
- 223 Teacher – Prekindergarten through kindergarten, early childhood special education

#### **Providing Access to the Continuum of Services**

WACO Community School 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 (i.e. early childhood programs in community).

#### **Preschool Program Standards**

WACO Community School District will use Iowa Quality Preschool Program Standards (QPPS) as our Preschool Program Standards for all students.

# **WACO Community School District**

## **Special Education Delivery Plan**

### **2008-09**

#### **WACO Community Schools: Resolving Concerns About Caseload**

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

- When a specified caseload is exceeded. If a caseload is exceeded by 10% of the number of points by the district (50) 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 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 might include, but is not limited to:
  - IEPs
  - Schedule and instructional groupings
  - I-plans
  - 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 your principal/supervisor.
3. The request is reviewed for clarification with your 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 will review the information and discuss it with the individual.
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.

**WACO Community School District**  
**Special Education Delivery Plan**  
**2008-09**

WACO Caseload Monitoring Worksheet

1. How many IEP students are on your roster? \_\_\_\_\_
2. List the number of students in each category below:
  - a. Up to 2 hours per day of direct instruction \_\_\_\_\_x .5 \_\_\_\_\_
  - b. Between two and five hours per day of direct instruction \_\_\_\_\_x 1.00 \_\_\_\_\_
  - c. More than five hours per day of direct instruction \_\_\_\_\_x 1.50 \_\_\_\_\_
3. How many students on your roster will have a 3-year reevaluation this year? \_\_\_\_\_ x .25 \_\_\_\_\_
4. For how many roster students will you be planning and supervising work experience? \_\_\_\_\_
5. For how many students will you be planning and providing alternate assessment? \_\_\_\_\_
6. With how many teachers do you co-teach? \_\_\_\_\_
7. How many students on your roster are dependent upon an adult for their physical needs? \_\_\_\_\_ x 3 \_\_\_\_\_
8. How many students are on a BIP? \_\_\_\_\_
9. With how many associates do you collaborate? \_\_\_\_\_
10. How many students do you serve off-site? (e.g., hospitalized, home-bound, in general education preschools, etc) \_\_\_\_\_

**WACO Community School District**  
**Special Education Delivery Plan**  
**2008-09**

Total \_\_\_\_

April 7, 2009