

# Howard-Winneshiek Community School District

## *Mission Statement*

*Our mission is to prepare and empower our students to think creatively, serve, contribute and succeed locally and globally.*



# Special Education Service Delivery Plan 2017-2018

*This plan is dedicated to the students and families we serve.*

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## Introduction:

### HOWARD-WINNESHIEK COMMUNITY SCHOOL DISTRICT MISSION - VISION STATEMENTS AND LEARNING GOALS

#### *Mission & Vision Statements:*

*Our mission is to prepare and empower our students to think creatively, serve, contribute and succeed locally and globally. Our vision is to discover, develop and expand passions, creativity and strengths.*

Our mission and vision is supported by the following student learning goals:

- All students will be effective communicators by demonstrating the ability to read, write, observe, listen, and speak.
- All students will demonstrate the ability to apply concepts, principles, and creatively manipulate materials of the arts, humanities, mathematics, sciences, and social studies to situations and problems they may encounter as citizens in a technological society.
- All students will demonstrate the ability to use select, apply, adapt, and maintain technological tools.
- All students will demonstrate creative thinking, decision-making, and problem-solving skills.
- All students will demonstrate interpersonal, self-management, and personal wellness skills necessary to be independent, productive member of a community or society with respect for self and the diversity of others.
- All students will discover and develop their passions – utilizing their abilities, aptitudes, potential, talents, and skills to plan the actions needed to achieve, maintain, improve, and to be responsible for their life-long choices.

Education is the responsibility of all residents of the Howard-Winneshiek Community. We believe in creating an environment that is student-centered, where individual needs are addressed, and students are encouraged to take responsibility for their own learning. We value cooperative teamwork among students, teachers, support staff, parents, administrators, and community. This begins with an attitude of openness and mutual respect, honest listening and expression, the flexibility to respond to change, and the ability to compromise. The strengths of each school and community member should be recognized and used to their fullest potential.

We believe that community resources should be maximized to meet student needs and professional development of school staff should be encouraged. All citizens of the Howard-Winneshiek Community School system should have a commitment to excellence and a shared responsibility to support life-long learning.

Howard-Winneshiek Community School District recognizes that some students have unique learning needs. The District will provide an appropriate educational program and related services to students entitled to Special Education from preschool to twenty-one (21) years of age, or in accordance to Iowa State Law. Entitled students will be non-categorical, and disabilities will not be identified. For each child with a disability who requires special education, the Howard-Winneshiek CSD, partnered with the local Area Education Agency, has the responsibility to provide a free and appropriate public education (*FAPE*) in the least restrictive environment (*LRE*).

*Free* means that special education services are provided at no cost to the parents. *Appropriate* means that all entitled individuals program will provide the right kind of services based on your child's needs and enough services for your child to receive educational benefit. *Educational benefit* is a broad term that includes access to and progress in the general education curriculum used for all children, access to the same activities and settings as children who do not have disabilities and progress towards the individual goals set specifically for your child. In regards to Least Restrictive Environment, our entitled individuals will attend classes, participate in nonacademic and extracurricular activities and receive services with children who are not disabled to the maximum extent appropriate. All Entitled students will be provided equal opportunity to participate in co-curricular activities. The appropriate education for each entitled student shall be written in the student's Individual Education Plan (*IEP*). It is the intent of the district to provide educational programs enabling all students to be successful learners. If progress cannot be made within the district's program, then the district may secure an appropriate program outside the district through a contractual agreement.

It shall be the responsibility of the Superintendent, the Special Education Director, and/or Building Principal along with guidance from the Area Education Agency Director of Special Education to provide and make provisions for appropriate Special Education Programs. It is the responsibility of the Superintendent and the Special Education Director to file the District's Special Education policies and procedures with the Area Education Agency (AEA). Where applicable, the Special Education Procedures and Guidelines developed by Keystone AEA, and adopted by the District, will be used to implement this policy. This plan is a district-wide initiative and is applicable to all students.

Students entitled into Special Education shall be required to meet the requirements stated in the Howard-Winneshiek CSD Board Policy or their IEP's for graduation.

**SECTION I:  
PROCESS UTILIZED TO DEVELOP  
SPECIAL EDUCATION DELIVERY SYSTEM  
2016- 2017 School Year**

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.

Howard-Winneshiek Special Education Service Delivery Plan will go to the HWCS D School Board in September 2016 and, after Board approval, it will be shared with district personnel and the public on the district’s website as well as through special education meetings.

1. The Howard-Winneshiek Community School Board approved the development of the Special Education Service Delivery Plan and appointed members for the Special Education Planning Committee on June 13, 2016.

**Members selected for the committee were:**

- Terese Jurgensen; Director of Special Education, Howard-Winneshiek CSD
- Chris Rogne; Secondary Principal
- Sara Grimm; Preschool-Elementary Principal
- Chamoni DeLong; School Psychologist, Keystone AEA
- Jill McConnell; Secondary Special Education Teacher, Howard-Winneshiek CSD
- Karen Parks; Secondary Special Education Teacher
- Trisha Hartman; High School Guidance Counselor, Howard-Winneshiek CSD
- Kelli Gosch; Cresco Chamber of Commerce and General and Special Education Parent
- Alison Holten; Northeast Iowa Community College and Special Education Parent
- Kim Kerian; HWCS D general education teacher and instructional coach.

2. The selected committee met on June 15, 2016 to review and consider modifications to the Special Education Service Delivery Plan, review and analyze the data, and developed the plan.
3. Opportunity for public comment was made available on the school district website and at each attendance center for 30 calendar days.
4. The Special Education Planning Committee considers public comments.
5. The Keystone AEA Special Education Director verified the plan for compliance on 7/22/16.
6. The Howard Winneshiek Community School board approves the plan prior to adoption on August 8, 2016.
7. The plan is included in the designated area of the CSIP.
8. The plan is reviewed in connection with the 5 year accreditation cycle or earlier if required by determination given by the State of Iowa.

**SECTION I:  
PROCESS UTILIZED TO DEVELOP  
SPECIAL EDUCATION DELIVERY SYSTEM  
Service Plan was Modified/Updated for the 2017-2018 School Year**

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.

The Special Education Service Delivery Plan that was adopted by the district on August 8, 2016 was reviewed and revised on **May 1st, 2017** in regards to the Caseload Determination Matrix after utilizing and gathering teacher/student data for its accuracy/feasibility for HWCSD of 2017. The purpose of the revision was to update the Caseload Determination Matrix to reflect the goals and services afforded to Howard-Winneshiek CSD students who have *Social Emotional Learning Needs*. These unique goals and services are making significant educational and behavioral gains to our students, but at the same time does require additional expertise and time of district special education teachers and needs to be reflected in the plan. **The pages that were revised were pages 12-14.**

The Updated Howard-Winneshiek Special Education Service Delivery Plan went to the HWCSD School Board on June 12, 2017 and was unanimously approved on this same date. Upon School Board approval, it will be shared with district personnel and the public on the district's website as well as through special education meetings.

1. The Howard-Winneshiek Community School Board approved the development of the Special Education Service Delivery Plan and appointed members for the Special Education Planning Committee on May 1, 2017.

**Members selected for the committee were:**

- Terese Jurgensen; Director of Special Education, Howard-Winneshiek CSD
- Chris Rogne; Secondary Principal
- Sara Grimm; Preschool-Elementary Principal
- Angie Radditz; AEA Social Worker
- Katie Fisher; AEA School Psychologist
- Jill McConnell; Secondary Special Education Teacher, Howard-Winneshiek CSD
- Karen Parks; Secondary Special Education Teacher
- Marsha McCabe; Elementary Special Education Teacher
- Kelli Gosch; Cresco Chamber of Commerce and General and Special Education Parent
- Alison Holten; Northeast Iowa Community College and Special Education Parent

- Kim Kerian; HWCS D general education teacher and instructional coach.
4. The selected committee met again on May 30, 2017 to review and consider modifications to the Service Delivery Matrix that were made and given further review from special education staff members from May 1st - May 30, 2017.
  5. These updates/revisions of the Caseload Determination Matrix (pages 12-14) were taken to the School Board for approval. Updates/Revisions were approved by the school board on June 12, 2017.
  6. Opportunity for public comment was made available on the school district website and at each attendance center for 30 calendar days.
  4. The Special Education Planning Committee considers public comments.
  5. The Keystone AEA Special Education Director verified the plan for compliance on July 3, 2017  
The Howard Winneshiek Community School board approves the plan prior to adoption on July 10, 2017.
  9. The plan is included in the designated area of the CSIP. The plan is reviewed in connection with the 5 year accreditation cycle or earlier if required by determination given by the State of Iowa.

## SECTION II:

### HOWARD-WINNESHIEK COMMUNITY SCHOOL DISTRICT SPECIAL EDUCATION CONTINUUM OF SERVICES

#### PRESCHOOL CONTINUUM OF SERVICES

Ages 3-5

##### **Definitions:**

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 Howard-Winneshiek Community School District must adhere to the following terms and definitions to describe instructional services and placements for preschool children:

- **Regular Early Childhood Program with Teacher holding Dual Endorsements:** The child is served in the regular early childhood classroom with a teacher who holds a valid practitioner’s 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, adaptations, 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.

The Howard-Winneshiek Community School District will provide access to this continuum for all eligible individuals based on their IEP. When instructional services are provided through a contractual agreement with other programs, districts and/or other agencies, the district will examine preschool services annually to determine the availability of regular early childhood programs within the district.

##### **Preschool Program Standards:**

The Iowa Department of Education has defined the Preschool Program Standards as the following:

1. Iowa Quality Preschool Program Standards (QPPS);
2. Teaching Strategies GOLD Objectives for Development and Learning



## **SPECIAL EDUCATION CONTINUUM OF SERVICES**

### **Kindergarten through Age 21**

**Consulting Teacher Services:** Consulting Teacher services are indirect services provided by a certified special education teacher to a general education teacher in adjusting the learning environment and/or modifying instructional methods using specially designed instructional strategies to meet the individual needs of a student(s) with a disability receiving instruction in the general education classroom.

**Co-Teaching Services:** Co-teaching services are specially designed instruction and academic instruction provided to a group of entitled students with disabilities along with non-disabled students in the general education classroom. The special education teacher and general education teacher provide these services in partnership to meet the content and skill 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.

**Targeted Support:** Supplemental services are specially designed direct instruction provided to an individual student with a disability or a group of students with disabilities by a certified special education teacher outside of the general education classroom less than 3 hours/periods per school day. These services are to provide additional instruction via the general education curriculum as documented in the student's IEP.

**Integrated services:** are specially designed direct instruction provided to an individual student with a disability or a group of students with disabilities by a certified special education teacher that is a combination of general and special education. Students served through this model are involved in the general education curriculum, as appropriate, and receive special education instruction via a modified curriculum as documented in their IEP.

**Intensive Support Services:** Specially designed direct instruction provided to an individual student with a disability or a group of students with disabilities by a certified special education teacher in a self-contained setting. It is designed to provide an alternative curriculum based on the unique needs of the student(s) as documented in their IEP's. Students have access to the general education curriculum, and will participate in general education curriculum with the necessary support.

**Cooperative Life Skills Support Services** When/if Howard-Winneshiek Community School District does not offer an educational program to meet the unique needs of a student(s), Howard-Winneshiek Community School District may consider the provision of educational service for the student(s) through a contractual agreement on a tuition basis in an appropriate placement as directed by the IEP Team. The student's IEP Team and other extenuating circumstances may provide alternative school services through home instruction, hospital, and residential settings as determined appropriate. Enrollment in this setting is based on the need determined by the student's IEP Team and/or as an emergency alternative school

placement. Each student's IEP Team will meet yearly (or as determined by the IEP team/parent/school request) to determine his/her progress and plan gradual integrated educational services into the public school setting, as appropriate. Enrollment in this setting is based on the need determined by the student's IEP Team and/or as an emergency alternative school placement. Each student's IEP Team will meet regularly to determine his/her progress and plan gradual integrated educational services into the public school setting, as appropriate.

**Note:** Students may receive different services at multiple points along the continuum or a combination of services, based on their IEP. (For example a student could have a co-taught math class but a pull-out English class. Or, a student may receive consulting teaching services for Math or co-taught services for Reading.) 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. Further, the school district must provide the full continuum but has the responsibility to determine at which attendance centers the various services will be offered. The continuum includes services for eligible individuals Kindergarten – age 21.

**SECTION III:**

**HOWARD-WINNESHIEK COMMUNITY SCHOOL DISTRICT  
PRESCHOOL-AGE CASELOAD  
DETERMINATION GUIDE**

Preschool age classrooms caseload determinations will be utilizing the QPPS guidelines.

**Teacher–Child Ratios Within Group Size**  
(Includes teachers, assistant teachers, and associates)

<b>Age Group</b>	<b>Group Size</b>	<b>Group Size</b>	<b>Group Size</b>	<b>Group Size</b>	<b>Group Size</b>
	12	14	16	18	20
Preschool					
3 Year Olds	1:6	1:7	1:8	1:9	
4 Year Olds			1:8	1:9	1:10

**Notes:**

- In a mixed-age preschool class of 2.5 year-olds to 5-year-olds, no more than four children between the ages of 2.5 and 3 years may be enrolled. The ratios within group size for the predominant age group apply. If infants and toddlers are in a mixed age group, the ratio for the youngest child applies.

-Ratios are to be lower when one of more children in the group needs additional assistance to fully participate in the program:

- Because of ability, language fluency, developmental age or stage or other factors **or**
- To meet other requirements of QPPS Verification.

-A group or classroom refers to the number of children who are assigned for most of the day to a teacher or a team of teaching staff and who occupy an individual classroom or well-defined space that prevents intermingling of children from different groups within a larger room or areas.

-Group sizes as stated are ceilings, regardless of the number of staff.

*Taken from: Iowa Quality Preschool program Standards Adapted from NAEYC Standards; July 2007; Section III – Page 53.*

**HOWARD-WINNESHIEK COMMUNITY SCHOOL DISTRICT  
SCHOOL AGE CASELOAD DETERMINATION GUIDE**

**Caseload Determination**

Caseloads will be tentatively set in the spring for the following year. Caseloads may be modified based on summer registration and actual fall enrollments. Two times a year each special education teacher will fill out the ***Caseload Determination Rubric*** for their special education roster and it will then in turn be reviewed by the Special Education Director and/or Building Principal. Individual District Special Education Teachers and Director of Special Education and/or Building Principals will review by June 1st for the following school year and once again by October 1st for the present school year caseloads.

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

**A teacher may be assigned a caseload with no more than 45 total points.** This caseload limit may be exceeded by no more than 10% for a period of no more than six 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 IEP's.

**Written Explanation of Caseload Determination Rubric Outline** - Each student the special education teacher serves will have a Caseload Determination Rubric Completed. This includes students on the special education teacher's individual roster as well as students that are progress monitored and/or receive Specially Designed Instruction by this same teacher.

**Student Roster Numbers:** Each student that is on the teacher's roster will have a point value of one. If a teacher supports a student that is not on their roster by progress monitoring a goal area (it may be more than one goal area) they will receive .50 points for each goal monitored and recorded. Specially Designed Instruction, if provided by the special education teacher through pull out, co-taught, or Transitions (High School) points will be counted according to minutes/hours served.

Students will also be identified in accordance with the minutes served by the teacher for specially designed instruction. SDI may occur in small group, pull-out, co-taught classroom, or in a 1:1 setting. These total minutes will be calculated for each student and assigned a point value. If the student has up to 30 minutes of SDI daily, a point value of .50 will be assigned for this student. For minutes that are up to one hour, the point value assigned will be 1.0. For minutes over one hour but less than 2 hours, a point value of 1.50 will be assigned. For SDI for more than 2 hours and up to 4 hours, will be assigned a 2.0 value. Finally, for those students who receive instruction for more than 4 hours per day, a point value of 2.5 will be assigned.

Students who are entitled individuals with Behavior Intervention Plans (that will be accompanied by an FBA) are also recognized in the rubric according to intensive need. A student who has extreme behavior needs as documented by the safety plan that includes: quiet room intervention, room safety clears, physical aggression that may lead to CPI holds and time intensive data plans will be assigned a 2.0. Less intensive student needs include weekly/daily behavior plans/rubrics, data analysis, intensive planning and teaching support staff are assigned a 1.0.

At Howard-Winneshiek our goal is to support students in their social/emotional learning needs therefore; a variety of 21st Century Iowa Core Goals are written for student supports. These goals range in a variety of goal areas that range from: 1.) Adaptive Behavior 2.)Employability Skills 3.)Social Thinking and 4.) Social Skills. These goal areas require additional supports of rubrics, collaboration with teachers, providing extra supports for the students in their home and additional collaboration with family members, possible peer mentors, classroom teachers and support staff. Each of these goal areas are assigned 1.0 points.

Special education teachers also supervise/collaborate/plan with associates for students whose IEP dictates the need for this direct service. When the special education solely works with an associate, 1.0 point is assigned, if the student has 2 associates (whole day - am/pm) 1.0 is assigned, if the associate is shared between more than one student a .5 is assigned.

Students who have more than 2 goals that support needs such as speech, hearing, physical therapy, occupational therapy, nursing services, or assistive technology will assigned an additional .25 point due to the increase time for collaboration with additional teachers as well as increased student needs. Students that are blind (require Iowa School of the Blind Services), deaf, require AIM (accessible instructional materials) or who have an extreme Traumatic Brain Injury will receive 2.0 points.

The special education teacher will submit this completed rubric, along with a copy of her roster one week prior to June 1<sup>st</sup> as a part of their exit paperwork for the school year. The special education teacher will also submit any changes, additions, or deletions one week prior to October 1<sup>st</sup> of the new school year. If there are no changes, a written statement (an email is acceptable) will need to be given to the Director of Special Education and/or building principal for the second roster count evaluation.

Teacher: \_\_\_\_\_

Name of Student: \_\_\_\_\_

Date: \_\_\_\_\_

Questions - 1 Matrix Per Student:	Point Value
<b>Roster Student - you write the IEP &amp; Progress Monitor</b>	<ul style="list-style-type: none"> <li>● 1 pt. for this student</li> </ul>
<b>Progress Monitored Student:</b> This student is <u>not on your roster</u> , but you are responsible to progress monitor every 2 weeks and share the information with the roster teacher.	<ul style="list-style-type: none"> <li>● .50 for each goal area monitored for students not on your roster</li> </ul>
<b>Identify your student in a category below:</b> Count how many Specially Designed Instructional minutes the student receives from you. Include small group instruction as well co-taught minutes. Total Minutes - F Page <ul style="list-style-type: none"> <li>● Up to 30 minutes SDI</li> <li>● Up to one hour SDI</li> <li>● More than 1 and up to 2 hours per day SDI</li> <li>● More than 2 and up to 4 hours per day SDI</li> <li>● More than 4 hours per day SDI</li> </ul>	<ul style="list-style-type: none"> <li>● .50 pt.</li> <li>● 1 pt.</li> <li>● 1.50 pts.</li> <li>● 2.0 pts.</li> <li>● 2.5 pts.</li> </ul>
<b>Challenging Behaviors - Safety Issues</b> <ul style="list-style-type: none"> <li>● Student has extreme behaviors: FBA, BIP, and Safety Plan that includes quiet room, room safety clears, physical aggression, Chapter 103 reports, intensive data analysis</li> <li>● Student has a Behavior Goal - only with weekly/daily behavior plans/rubrics, data analysis and intensive planning with teaching/support staff.</li> </ul>	<ul style="list-style-type: none"> <li>● 2.0 pts.</li> <li>● 1.0 pt.</li> </ul>
<b>Adaptive Behavior/Social Thinking Goals:</b> <ul style="list-style-type: none"> <li>● Adaptive Behavior</li> <li>● Employability Skills</li> <li>● Social Thinking</li> <li>● Social Skills</li> </ul>	<ul style="list-style-type: none"> <li>● 1.0 pt.</li> <li>● 1.0 pt.</li> <li>● 1.0 pt.</li> <li>● 1.0 pt.</li> </ul>
<b>Supervision/Collaboration - Associates</b> <ul style="list-style-type: none"> <li>● Student has one para supervise/collaborate</li> <li>● Student has 2 paras (whole day/shared) am/pm.</li> <li>● Student's para is shared with another student</li> </ul>	<ul style="list-style-type: none"> <li>● 1.0</li> <li>● 1.0</li> <li>● .50</li> </ul>
<b>Roster student has following services:</b> <ul style="list-style-type: none"> <li>● Speech, OT, PT, Assistive Tech, Hearing, Nursing Services</li> <li>● Vision/Blind, Deaf, TBI, Homebound, AIM</li> </ul>	<ul style="list-style-type: none"> <li>● .25 pt.</li> <li>● 2.0</li> </ul>
<b>Total Points:</b>	

## SECTION IV:

### HOWARD-WINNESHIK COMMUNITY SCHOOL DISTRICT SPECIAL EDUCATION - CASELOAD MONITORING

Caseloads will be reviewed to determine that each student's educational needs are being met. The District Special Education Coordinator, Building Principal, and/or the District Special Education Facilitator shall review teacher caseloads. Reviews will take place as follows:

- a. First - prior to the new school year – by June 1st
- b. Second - at the beginning of the school year – by October 1st
- c. When there is a change in a teacher's caseload
- d. By teacher request

#### **PROCEDURAL STEPS FOR CASELOAD CONCERNS:**

A scheduled review of teacher caseloads will be conducted by the Director of Special Education and/or Building Principals two times each year: By June 1st for the upcoming school year and by October 1st of the current school year. The special education teacher(s) will complete Caseload Determination Rubric and a copy of their student roster and turn them into the Director of Special Education and/or building principal on week prior to these dates for review. If the teacher roster has not changed a written statement (email is acceptable) will need to be submitted to special education director and/or building principal.

When the caseload for the K-12 special education teacher exceeds **45** a review will be considered. For early childhood special education, when the teacher child ratio exceeds the QPPS recommendations, a review will be considered. The review meeting will include the special education teacher, the Director of Special Education, and/or Building Principal. Based on the nature of the meeting, additional members of the team may be considered such as the AEA building representative, special education staff members or additional team members as needed or requested. This team will discuss the issue and identify strategies for resolution. The director of special education and/or the building principal will provide a decision as soon as possible, but not longer than 10 school calendar days of the meeting.

Special education teachers may request a caseload review if there appears to be an overload, or if serving the needs of all of the students on their roster does not seem possible and will not provide FAPE/LRE for special education students. The teacher must notify the director of special education and/or the building principal in writing when requesting for a review. The meeting for the review will be held within 10 school calendar days of the request, allowing for all necessary team members to be present. Once the decision has been made, the director of special education and/or the building principal will notify the special education teacher in writing within 10 school calendar days.

If the special education teacher is still concerned about the caseload, the teacher may submit a written request for a joint review by the Superintendent and the AEA Sector Coordinator. Additionally, the special education teacher reserves the right to invite additional support to this meeting. The decision(s) from this meeting will be communicated in writing within 10 school calendar days.

In reviewing a teacher's caseload concerns, the dialogue generated by the: HOWARD-WINNESHIEK COMMUNITY SCHOOL DISTRICT SPECIAL EDUCATION CASELOAD DETERMINATION FORM, will be considered for the recommendation.

**Notes:**

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 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 LRE to the eligible individuals it serves.

As a part of the process for resolving caseload concerns, one consideration may be the possible addition of program associate support within a building. The consideration of a program associate will be on a case-by-case basis and the Director of Special Education and/or the building will make final determination principal.



## Section V.

### **HOWARD-WINNESHIEK COMMUNITY SCHOOL DISTRICT** Targets, Needs identified by the state in any determination made under Chapter 41, Evaluating Effectiveness of the Delivery System for Eligible Individuals

#### **State Performance Plan Targets and Service Delivery Plan Effectiveness**

The Howard-Winneshiek Community School District will examine their State Performance Plan and Annual Progress Report data, annually, to determine priorities and to consider the development of an action plan. The HWCSD will work in collaboration with the State of Iowa and the AEA. If the district meets the State Performance Plan and Annual Progress Report requirements, the Special Education Service Delivery Plan will be considered effective. If the HWCSD does not meet requirements, the district will develop an action plan to address any areas of concern.

Individual student progress on IEP goals will be reviewed and discussed on a regular and ongoing basis every 2 weeks by the Director of Special Education, special education and general education teachers and associates as directed by the IEP. The AEA consultants and specialists will also be consulted on an ongoing basis dependent upon student need and as directed by the IEP. The purpose of the review is to determine if adequate progress is being made and/or any adjustment in instruction is needed, additional accommodations or modifications need to be made as well as if any targeted interventions need to be made as is outlined by the district's MTSS learning and behavioral structures.

Each building level of the school (preschool, elementary, middle, high school) will review student progress monitoring, formative and summative evaluations every 9 weeks. The IEP subgroup performance in both reading and math will be reviewed and discussed by grade level teams will include both special and general education teachers. Subgroup achievement, growth and the achievement gap will be items for discussion and planning. Building levels with a subgroup achievement gap; thereby impeding progress toward meeting the district SPR/APR requirements, will develop a plan to close the achievement gap by grade level in the respective building level.

#### **Special Education Service Delivery Plan – District 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 & related activities through cooperative efforts of the

special education teachers and general education teachers in the general education classrooms.

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.

- Howard-Winneshiek CSD assures that prior to the school board adoption, this delivery system was available for comment by the general public.

- 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 in compliance with the Iowa Administrative Rules of Special Education.

<b>Howard-Winneshiek CSD</b>	<b>Requirements</b>	<b>AEA Special Education Director</b>
March 7, 2016 - 1st Meeting	Development of the committee with appropriate representation	Annette Hyde
	AEA represented by the Director appointee	Katie Fisher, Angie Radditz, Chamoni DeLong
April 11, 2016 - 2nd Meeting	Description of the special education instructional services includes the full continuum	
<b>May 1st, 2017 - Revision/Update</b> of the Caseload Determination Guide after utilizing and gathering teacher/student data for its accuracy/feasibility for HWCSD	Caseload descriptions include: <ul style="list-style-type: none"> <li>• Definition of teacher caseload (e.g., number of students, number of points)</li> <li>• Who will monitor caseloads</li> <li>• How often caseloads will be monitored</li> </ul>	Katie Fisher, Angie Radditz, Input by Chamoni DeLong
May 4, 2016 - 3rd Meeting	Description of procedures for resolving caseload concerns	
<b>May 1st - May 30, 2017</b>	Special Education Teachers reviewed the updates from the May 1st meeting in regards	

	to updates to the Caseload Det. Matrix	
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<b>AEA Special Education Director Signature:</b> <i>Annette Hyde</i> <i>Annette Hyde</i>		<b>Date:</b> July 22, 2016 <b>Date:</b> July 3, 2017
May 16, 2016 - 4th Meeting	Description of how the district will address: <ul style="list-style-type: none"> <li>● Individual student progress monitoring and analysis of achievement data</li> <li>● IEP subgroup achievement data</li> <li>● SPP/APR targets</li> <li>● LEA determinations</li> <li>● Plan evaluation and effectiveness</li> </ul>	
August 8, 2016	Final approval by the school board including input from public comments	
<b>June 12, 2017</b>	School Board approved the updated/revised Caseload Determination Matrix from the Special Education Service Delivery Plan. Public Comment was allowed for 30 Days.	
<b>June 29, 2017</b>	Updates sent to Annette Hyde, Special Education Director for Keystone AEA for approval	
<b>July 10, 2017</b>	Special Education Updates/Revisions sent to the School Board - School Board Approved on this date.	
September 1, 2016	Plan entered in C-Plan and certified by September 15 of the year following the site visit	
	AEA certifies the plan C Plan	
	Assurances certified by the district annually	

At Howard-Winneshiek Community School District – our emphasis is on the strengths of our students and teaching them the skills to be successful in a global society.

*“Different...Not Less!” Dr. Temple Grandin*