

# Norwalk Community Schools



## Special Education Service Delivery Plan June 2020

*It is the policy of the Norwalk Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact the district's Equity Coordinator, Alison Wright, Director of Human Resources, 380 Wright Rd., Norwalk, IA 50211, 515-981-0676, [awright@norwalk.k12.ia.us](mailto:awright@norwalk.k12.ia.us).2018*

# Norwalk Community School District



## Growing Learners and Leaders

### **Self-Aware:**

- Demonstrates self-efficacy
- Demonstrates a growth mindset
- Recognizes strengths and areas of growth
- Engages in metacognition and reflection

### **Self-Directed:**

- Proactively sets goals and self-monitors progress
- Takes purposeful initiative
- Demonstrates enthusiasm, grit and persistence
- Cultivates leadership opportunities for self and others

### **Strategic:**

- Embraces curiosity and inquiry
- Engages in critical thinking
- Identifies and solves problems
- Uses creative and flexible thinking

### **Socially-Aware:**

- Demonstrates empathy and respect for others
- Appreciates diversity
- Develops equity consciousness
- Listens and communicates effectively

### **Connected:**

- Engages with the community
- Understands civic responsibilities
- Builds healthy relationships
- Participates in teamwork and collaboration

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## **Committee Members**

### ***Parents***

Julie McGinnis  
Kari Luedtke  
Jason Messamaker  
Renee Messamaker

### ***Special Education teachers***

Carol Wheeler - Lakewood  
Katie Mitchell - Middle School  
Michelle Van Soelen - Lakewood  
Nikki Hunter - Middle School  
Stacey Morgan - Orchard Hills  
Tracy Call - High School

### ***General Education teachers***

Bethany Watts - Eastview  
Kerri Levi - Eastview  
Tim Clay - Eastview

### ***Administration***

Amy Gage - Oviatt Principal / Director of Academic Services  
Beth Ward - Middle School Principal  
Jody Ratigan - Eastview Principal  
Sheila Taylor - Orchard Hills Principal  
Eric Neessen - Director of Student Services

### ***Heartland AEA***

Kristy Sadler-Tiedt - AEA Social Worker  
Susie Bentley - Region 3 Director

## I. Process used to develop the special education delivery system for eligible individuals

- School Board made aware of process and tentative committee members – Jan. 13, 2020
- School Board approved committee and process starting – Jan. 13, 2020
- Committee meetings – Jan. 29, 2020
- The plan was made available for public comment. The plan was posted on the Norwalk Community School District website from Feb. 21, 2020 to May 21, 2020.
- The committee receives public comments, considers public comments, and summarizes to the Board how those comments were considered during the week of May 25, 2020.
- The AEA Special Education Director verifies plan compliance (IAC 281 – 41.408) - June 2, 2020.
- The district’s school board approves the plan prior to adoption – June 8, 2020.

## II. Description of services for eligible individuals (ages 3-21)

### *Individualized Education Program (IEP)*

An IEP is a written statement for a child with a disability that is developed, reviewed, and revised which specifies all the special education and related services the child is to receive. (*Iowa Administrative Code 281- 41.22*)

### *Free and Appropriate Public Education (FAPE)*

FAPE means special education and related services that are provided at public expense, under public supervision and direction, and without charge; that meet the standards of the State, including an appropriate preschool, elementary school, or secondary school education; and that are provided in conformity with an individualized education program (IEP). (*Iowa Administrative Code 281- 41.17*)

### *Least Restrictive Environment (LRE)*

LRE is based on the presumption that the general education environment is the first choice for educating all individuals. All students with IEPs are educated with children who are nondisabled to the maximum extent appropriate. Special classes, separate schooling, or other removal of children with disabilities from the general education environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. (*Iowa Administrative Code 281- 41.114(2)(a)(b)*) Students may receive different combinations of services. However, the

school district consistently strives to serve students in the least restrictive environment. IEP teams should consider the following components when considering LRE:

- The accommodations, modifications and adaptations an individual may require to be successful in a general education environment
- Potential barriers to providing these accommodations, modifications and adaptations within the general education environment
- The supports needed to assist the teacher and other personnel in providing accommodations, modifications and adaptations
- The impact on the individual provided special education services and activities in the general education environment
- The impact on other students when providing special education services and activities in the general education environment

*Specially  
Designed  
Instruction (SDI)*

SDI means adapting, as appropriate to the needs of an eligible child, the content, methodology, or delivery of instruction: (1) To address the unique needs of the child that result from the child's disability; and (2) To ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children. (*Iowa Administrative Code 281-41.39(3)(c)*)

*Accommodations*

Supports and services that provide a student access to general curriculum, without fundamentally altering grade-level standards.

*Modifications*

Changes to what students are required to learn based on their needs and abilities. This often means adaptations to curriculum that fundamentally alter the grade-level expectations to make attainment more achievable..

*Continuum of Services*

- The district will provide access to a continuum of services for all eligible individuals (ages 3-21) based on their IEP.
- Students may receive different services at multiple points along the continuum based on their IEP.
- Services will reflect individual needs as it pertains to the environment, curricular materials, and instructional strategies needed for the child.
- Services will be provided within the district or through contractual agreement with other districts or agencies, based on the needs of the student.
- Continual monitoring of student’s progress relative to each goal in the IEP will occur to ensure FAPE is provided to students in their LRE. More restrictive options along the continuum will only be considered when less restrictive points on the continuum have been unable to meet the needs of an individual student.

*Early Childhood Services (ages 3-5)*

**Licensure:** PK-3 Teacher, Early Childhood Special Education (ECSE)


**Teacher Responsibilities:** Provide general education and special education instruction

**Standards:** Iowa Quality Preschool Program Standards (QPPS) and Iowa Early Learning Standards (See Appendix A)

**Student Population:** Less than 50% children with disabilities

**Early Childhood Program:** Services occur in the multi-age, inclusive, general education classroom. Classroom and specially designed instruction is provided to students with disabilities by the dually licensed early childhood special education teacher (ECSE). The ECSE teacher is also responsible for implementing services described in each IEP and monitoring student progress relative to goals in the IEP.

## Continuum of Services for ages 3-21

<i>Consulting Teacher</i>						
<p>The student is served in the general education classroom with consultation and support from the special education teacher. A special education teacher provides consultation to the general education teacher who carries the primary responsibility for collaboratively designing and implementing adapted instruction.</p>						
<p>Least restrictive <span style="float: right;">Most restrictive</span></p> 						
<b>Consulting Teacher</b>	Co-Teaching	SDI in Gen. Ed.	SDI in Spec. Ed.	Special Class Services	Special School	Healthcare/ Homebound
Special Education Teacher			General Education Teacher			
<ul style="list-style-type: none"> <li>● Assist the general education teacher with the:                             <ul style="list-style-type: none"> <li>○ instructional design and preparation of materials</li> <li>○ application of skills in the general education setting,</li> <li>○ adaptations and accommodations and/or modifications as outlined in the IEP</li> </ul> </li> </ul>			<ul style="list-style-type: none"> <li>● Implement high-quality instruction with necessary adaptations and accommodations</li> <li>● Consult regularly and frequently with the special educator</li> </ul>			
<ul style="list-style-type: none"> <li>● Engage in ongoing communication and professional learning with each other to assist with understanding of learning progressions within the Norwalk priority standards.</li> </ul>						



### *Co-Teaching*

The student receives direct special education support in the general education classroom through the co-teaching model. Co-teaching is defined as two teachers (one general ed. and one special ed.) physically present in a heterogeneous classroom with joint and equal responsibility for classroom instruction. Iowa has adopted the Marilyn Friend co-teaching model and approaches as follows:

- Station teaching: Teachers are at stations and students move from station to station.
- Parallel teaching: Teachers simultaneously provide instruction through use of such structures as split class, cooperative learning, and lab settings. Teachers can provide the same or different content during parallel teaching.
- Alternative teaching: One teacher instructs a large group, the other teacher instructs small flexible student groups.
- Teaming: Teachers jointly present the same content at the same time through such structures as “tag team” and other teaming structures.
- One teach, one observe\*: One teacher provides instruction, while the other observes student learning to assess learning and gather data.
- One Teach, one assist\*: One teacher provides instruction while the other teacher assists individual students or small groups.

\*It is not recommended to use One Teach, One Observe or One Teach, One Assist as the primary approach or to consistently rely on only one approach.

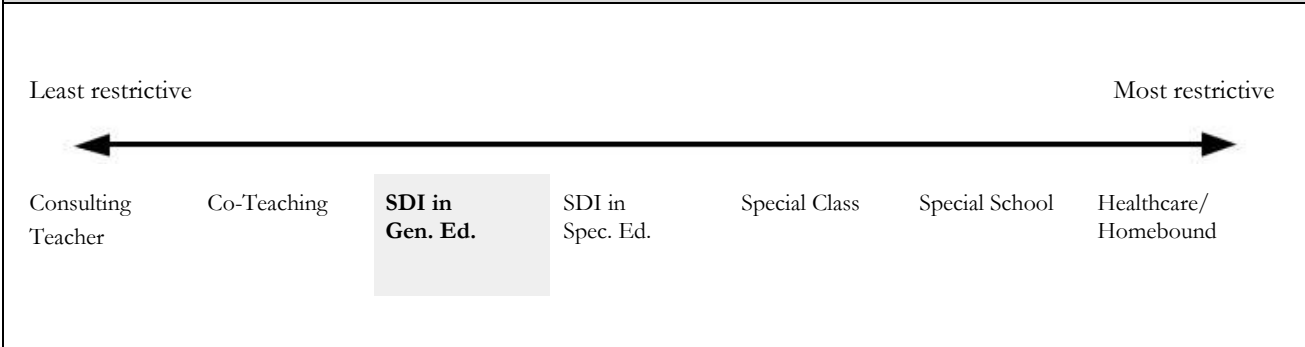
<p>Least restrictive <span style="float: right;">Most restrictive</span></p>						
Consulting Teacher	<b>Co-Teaching</b>	SDI in Gen. Ed.	SDI in Spec. Ed.	Special Class Services	Special School	Healthcare/ Homebound
<b>Special Education Teacher</b>				<b>General Education Teacher</b>		
<ul style="list-style-type: none"> <li>● Collaboratively provide and oversee the provision of SDI and goal progress within specific skill areas and instructional activities</li> <li>● Daily involvement in the provision of instruction in the general education classroom</li> </ul>				<ul style="list-style-type: none"> <li>● Collaboratively provide SDI with the special ed. teacher in the classroom</li> </ul>		

**General Education and Special Education Teacher Responsibilities:**

- Engage in ongoing communication and professional learning with each other to assist with understanding of learning progressions within the Norwalk priority standards.
- Co-plan, co-deliver, co-assess instruction within the general education classroom
- Collaboratively implement high-quality differentiation practices
- Collaboratively provide accommodations and modifications needed to enable access

*SDI in the General Education Environment*

The student receives special education support in the general education classroom, in which the special education teacher pushes into the general education classroom at targeted times for the purpose of sharing responsibility to provide SDI, accommodations, and/or modifications to allow the student to access the general education curriculum and for skill-building, resulting in increased capacity of general educators to differentiate and execute the IEP with fidelity.



Special Education Teacher	General Education Teacher
<ul style="list-style-type: none"> <li>• Provide direct designed instruction to the student or group of students in the general education classroom at targeted times</li> <li>• Provide strategy and skill instruction (including remediation, pre-teaching or reteaching) to students with IEPs</li> </ul>	<ul style="list-style-type: none"> <li>• Oversee all general education instruction</li> <li>• Collaboratively provide accommodations and/or modifications needed to enable access</li> </ul>

**General Education and Special Education Teacher Responsibilities:**

- Engage in ongoing communication and professional learning with each other to assist with understanding of learning progressions within the Norwalk priority standards.

***SDI in the Special Education Environment***

The student receives SDI in a special education or separate, pullout classroom or educational setting for portions of the day. SDI support is aligned to the general education curriculum and provided by the special education teacher. This occurs when the student's needs cannot be appropriately provided in the general education setting with support only.

Least restrictive

Most restrictive



Special Education Teacher	General Education Teacher
<ul style="list-style-type: none"> <li>● Provide specially designed instruction that aligns with the district's priority standards.</li> <li>● In addition to the instruction provided in the general education classroom.</li> </ul>	<ul style="list-style-type: none"> <li>● Provide accommodations and/or modifications needed to enable access</li> </ul>

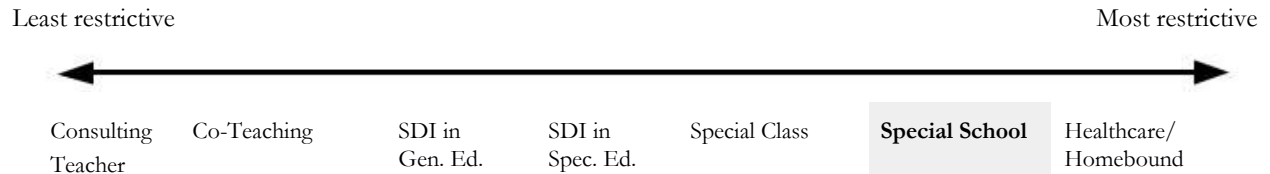
**General Education and Special Education Teacher Responsibilities:**

- Engage in ongoing communication and professional learning with each other to assist with understanding of learning progressions within the Norwalk priority standards.
- Reverse consultation may be provided by the general education teacher to the special education teacher in order for the student to receive indirect access to the general education curriculum.



### *Special School*

The student may receive services in a separate location in a school specialized to meet the needs of the student, when SDI services cannot be appropriately provided in the general education setting or the regular school.



#### Special Education Teacher

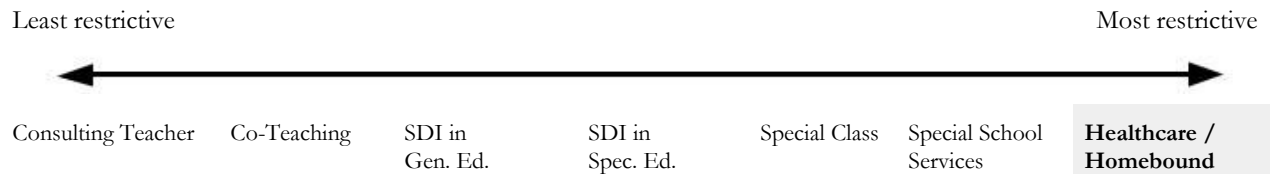
- Intensive instructional services provided in a highly structured setting by certified special education teachers and staff.

#### General Education Teacher

- Services may not be provided by a general ed. teacher depending on the situation.

### *Healthcare Facility/Homebound*

The student who is unable to attend school for a period of time due to health needs, such as recovering from surgery, a compromised immune system or mental illness, could receive SDI services in a healthcare facility or at home.



#### Special Education Teacher

- Instructional services provided by a certified special education teacher.

#### General Education Teacher

- Services may not be provided depending on the situation.

### III. Determination of caseloads for special education teachers

*Early  
Childhood  
(ages 3-5)*

The special education early childhood program will meet the criteria of the Iowa Quality Preschool Program Standards (QPPS) being implemented regarding maximum class size and teacher-child ratios. (See Appendix A)

*School Age  
Services  
(ages 5-21  
years)*

- Caseloads will be tentatively set in May for the following school 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 special education teachers with the special education director and/or building administrator.
- In determining teacher caseloads, the Norwalk Community School District will use the Caseload Determination Worksheet to assign points to the programs of each eligible individual receiving an instructional program in the district.
- Efforts will be made to maintain caseloads within a range of 40-60 total points. This caseload limit may be exceeded by no more than 10% for a period of no more than nine 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 IEPs.

Norwalk Caseload Determination Worksheet	Points
How many IEP students are on your roster?	
How many students with multiple goal areas? _____ Number of students with 1-2 goals                      ___ x .25 _____ Number of students with 3 goals                        ___ x .50 _____ Number of students with 4 or more goals                ___ x 1.0	
Of your roster students, indicate what best describes their total specially designed instruction (SDI) hours per day - including in a co-taught setting. <i>(NOTE: Please note, some of your roster students may have goals that are provided by another teacher or support staff. Do not include those minutes in this section.)</i>  a. Up to 1 hour per day of SDI    ___ x 1.0 b. More than 1 but less than 2 hours per day of SDI                ___ x 1.25 c. More than 2 but less than 4 hours per day of SDI                ___ x 1.5 d. More than 4 hours per day of direct instruction                ___ x 1.75	
How many other IEP students <u>not</u> on your roster do you provide instruction for (outside of a collaboration class)? ___ x 1.0	
How many students on the roster will have a 3-year reevaluation this school year? ___ x 0.25	
How many gen ed teachers do you collaborate/co-teach with regularly? ___ x 1.0	
How many grade levels are represented on your roster? ___ x 1.0	
For how many gen. ed. classes do you make accommodations and modifications? ___ x 1.0	
How many students have behavior concerns or goals?  <b><u>Mild Need</u></b> BIPs that require daily check ins/check outs that are documented on page F ___ x 0.5  <b><u>Moderate Need</u></b> BIPs that include weekly/daily integrity checks, behavioral Medicaid billing, and some data analysis and planning. ___ x 1.0  <b><u>Severe Need</u></b> BIP has a “safety plan” that includes all or most of the following: CPI de-escalation, room clears, physical aggression, weekly/daily integrity checks, Chapter	

103 reports, behavioral Medicaid billing, time-intensive data analysis and planning. ___ x 1.5	
How many para associates do you supervise/oversee/manage? ___ x 1.0	
How many students require the Iowa Alternative Assessment: DLM or ELAA? ___ x 2.0	
How many students have 2 or more of the following support services: speech, OT, PT, assistive technology, hearing itinerant, vision itinerant? ___ x 0.25	
How many students are served off-site? (e.g. home-bound, work experience, long-term suspension, in community preschools) ___ x 1.0	
How many students have Medicaid as a support service? ___ x 0.5	
Number of IEPs requiring transition planning:  Students in grades 8th - 10th: ___ x 0.5  Students in grades 11th - 12th: ___ x 1.0	
<b>TOTAL</b>	



## IV. Procedure to resolve teacher caseload concerns

### *Request and Resolution Procedures*

The following procedures are to be used to resolve concerns about special education caseloads:

### *Requesting a Caseload Review*

- All requests must be in writing.
- Requests should initially be given to an individual's principal by the special education teacher who has the concern.
- The person requesting the review is responsible for gathering relevant information to support their request. This information may include, but is not limited to:
  - IEPs
  - Schedule and instructional groupings
  - Collaborative/co-teaching assignments
  - Number of students and corresponding level weighting and needs

### *Procedural Steps*

- 1) The teacher shall request an informal, solution-focused meeting with the building principal to discuss caseload. 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, a 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 recommended resolution to the concern. (See *Caseload Review Request* form below.)
- 3) The building principal will convene a caseload review committee within ten working days to problem-solve and listen to the concern from the referring teacher. This committee may include members of the district Special Education Cadre members, AEA staff members, and other impartial members as designated by the building principal. A written response shall then be submitted to the teacher and to the district Director of Student Services.
- 4) If dissatisfied with the response in Step 3, the teacher has five working days after receiving the response to submit a printed appeal to the Director of Student Services.

- 5) Within ten working days after receiving the appeal, the Director of Student 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 printed appeal to the Superintendent within five working days. The Superintendent will make a decision within five working days. A written response shall be provided for all parties involved.
- 7) If dissatisfied with Step 6, the teacher may provide a written appeal to the AEA 11 Director of Special Education or designee, per IAC 281-41.408(g).<sup>1</sup> The AEA 11 Director will meet with the personnel involved with the appeal and then render a written decision.

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<sup>1</sup>NOTE: The AEA director may grant an adjusted caseload status for good cause shown, if an LEA submits a request to the AEA for such status because class size, including the size of a class served by a teacher employed less than full-time, exceeds those limits specified in the previous section. (IAC 281—41.408(g))

## Caseload Review Request

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

School: \_\_\_\_\_ Administrator: \_\_\_\_\_

Briefly describe concern:

List recommendations to resolve concerns. Attach supporting documents if necessary.

### REQUESTING A CASELOAD REVIEW

- Complete this form and submit to building administrator
- Attach copy of Teacher Caseload Report
- The person requesting the review is responsible for gathering relevant information to support the request. This information might include, but is not limited to:

Roster exceeds point maximum

Collaborative/co-teaching assignments

Number of IEPs to oversee

Grade level of students

Amount of direct instructional contact time

Schedule and instructional groupings

Number of buildings

Intensity of services documented in the IEP's

Time needed for collaboration

Number of paras to oversee

**The caseload review committee will review and discuss the Caseload Review Request Form within 10 working days. Attempts to resolve the concern will be documented. Norwalk encourages a team approach to resolve the concern, possibly involving the AEA, general education teachers, special education teachers, and paraprofessionals, as needed.**

## **V. Process used to evaluate the effectiveness of the delivery system**

In order to evaluate the effectiveness of Norwalk's special education delivery system, the district will plan to review student progress and achievement at the following levels:

### **Individual progress and achievement**

Individual student progress on IEP goals will be reviewed and discussed on an on-going basis by the special education teachers, AEA contacts, and school administrators, 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 concerns need to be addressed to meet the needs of the students.

### **School progress and achievement**

School teams will review student achievement on classroom and formative assessment data on a regular basis. IEP subgroup performance in both reading and math will be reviewed and discussed by PLC teams, which include both general and special education teachers. Subgroup achievement, growth, and the achievement gap data will be included as items for discussion and planning. Schools with a subgroup achievement gap will develop a school-based plan to close the achievement gap. These plans will be monitored at the building and district level semi-annually.

### **District progress and achievement**

IEP subgroup data for each school will be reviewed on an annual basis by the district's leadership team. The district will examine student data to determine needs and priorities as well as develop an action plan, as needed. If the district meets state performance requirements, the delivery system will be considered effective. If the district does not meet requirements, the district will work in collaboration with the DE and AEA to develop an appropriate and effective action plan.

# Appendix A



## Iowa Quality Preschool Program Standards Teacher-Child Ratios within Group Size

### Criteria 10.4 (Required)

Written procedures address the maintenance of developmentally appropriate teaching staff-child ratios within group size to facilitate adult-child interaction and constructive activity among children. Teaching staff-child ratios within group size (see Table 1: Teacher-Child Ratios within Group Size) are maintained during all hours of operation, including:

- Indoor time,
- Outdoor time, and
- During transportation and field trips (when transporting children, the teaching staff-child ratio is used to guide the adult-child ratio)

Groups of children may be limited to one age or may include multiple ages. (A group or classroom consists of children assigned to a teacher or a team of teaching staff for most of the day and who occupy an individual classroom or well-defined space that prevents intermingling of children from different groups within a larger room or area.)

Table 1: Teacher-Child Ratios within Group Size

Teacher-Child Ratios within Group Size (IQPPS Criteria 10.4)						
Age Category	Age Range	Class Size and Teacher to Child Ratio				
		12	14	16	18	20
Preschool	30 to 48 months (2 ½ to 4 years)	1:6	1:7	1:8	1:9	
	48 to 60 months (4 to 5 years)			1:8	1:9	1:10
	60 months to Kindergarten Enrollment (5 years to Kindergarten Enrollment)			1:8	1:9	1:10

- The IQPPS 10.4 criterion would be addressed through policies and observation of maintenance of child: staff ratios and group size.
- The maintenance of developmentally appropriate child: staff ratios and group size is based on the development and learning of children, with consideration of each child's individual abilities, needs, and cultural background.
- If the predominance of children are 3 years old, the maximum class size is reduced to 18.
- The ratio remains in compliance when a staff member leaves the class without being replaced by a substitute for no more than five minutes (e.g., to get craft supplies, talk in the hall to a parent, go to the bathroom).
- If teaching staff are absent for more than five minutes but less than 20 minutes, the ratio remains in compliance when another adult who is not part of the teaching staff substitutes for the staff member (e.g., to take children to the bathroom, to administer first aid, to take a personal break).
- Nap time: When two or more adults must be present during nap time, at least one of the adults present must be a teacher or assistant teacher-teacher aide (for example, a group of 11 to 20 preschoolers would require at least two people, one of whom is a teacher or assistant teacher-teacher aide, to be present to meet the ratio). Additional adults may be staff members or other adults who function in a different role.
- Special Events: During Special events (such as assemblies, field trips), if children remain in their own classes and the teaching team that is responsible for the class remains with the class, the class is not intermingling. The class must maintain the required teaching staff-child ratios within group size maximums. When intermingling occurs with one or more other classes during the special event, then it is considered as a single combined class. The single combined class must maintain the required teaching staff-child ratios within group size maximums.

Iowa Department of Education guidance should be viewed as advisory unless it's specifically authorized by state statute, according to Iowa Code section 256.9A as enacted by Senate File 475. This does not apply to administrative rules, declaratory orders, or materials required by federal law or courts.

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## Acknowledgements

*The Norwalk Special Education Delivery Plan committee would like to thank the following districts for allowing us to use ideas and take wording directly from their plans:*

Cedar Falls Community School District  
College Community School District  
Gilbert Community School District  
Iowa City School District  
Urbandale Community School District  
Waukee Community School District