

# Norwalk Community Schools



## Special Education Service Delivery Plan

*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.2018*

# Norwalk School District

***Our Mission*** Our fundamental purpose is to create a rigorous, collaborative and inclusive learning environment for all students so each individual is empowered to pursue a lifetime of personal success in college, career and citizenship.

***Our Vision*** To achieve our mission, Norwalk Community Schools will create classroom and school environments that develop:

- critical and reflective thinking
- complex communication
- creativity and innovation
- collaboration and community
- flexibility and adaptability
- productivity and accountability

***Our Values*** At Norwalk Community Schools, we believe...

- In high standards of learning and performance for all students and staff.
- Student learning is the collective responsibility of everyone in the system. All educators will work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students we serve.
- All students can learn, but each child learns in different ways and at a different rate.
- All students deserve access to a rigorous, rich and engaging standards-referenced core curriculum. Aligned content, instruction and assessment practices will ensure a guaranteed and viable curriculum for all students.
- In a safe environment that supports the total development of the whole child: intellectual, social, emotional, and physical.
- Leadership should be balanced, transparent and distributed throughout the system.
- Data, evidence and results inform all decision-making.
- The best way to improve student outcomes is to develop high quality instruction in every classroom across the entire system. We will prioritize resources and professional capital to support this value.
- In providing equitable physical facilities and program offerings regardless of the students' attendance center.
- Smaller learning communities within a larger setting maximize learning and enhance efficiency.
- In a collaborative culture that respects diversity, individual differences and community values. Relationship building requires trust, mutual respect, and open and honest communication.

## Committee Members (spring 2016)

### *Parents*

- Grace Lemke
- ShaRee Schnitker
- Traci Froehlich
- Dave Froehlich

### *Special Education teachers*

- Amy Stockseth – Oviatt Elementary
- Carol Wheeler – Lakewood Elementary
- Brett Thompson – Oviatt Elementary
- Aaron Pelzer – Lakewood Elementary
- Amy Lester – Norwalk High School
- Tracy Call – Norwalk High School
- Renee McCombs – Eastview

### *General Education teachers*

- Kathie Phillips – Oviatt Elementary
- Christie Beving – Middle School
- Caroline Jeshani – Middle School
- Deanne Berg – Middle School
- Carla Eakins – Norwalk High School

### *Administration*

- Sheila Taylor – Oviatt Elementary
- Jill Anderson – Lakewood Elementary
- Chris Larson – Lakewood Elementary
- Jody Ratigan – Eastview
- Dawn Schiro – Elem. Director of Teaching and Learning
- Eric Neessen – Director of Student Services

### *Heartland AEA*

- Katie Connolly – Consultant
- Karen Junko – Consultant
- Martha Condon – Regional Director

### *External Consultant*

- Rox Cummings – Educational Options, LLC.

NOTE: The Norwalk School District will provide a continuum of special education services and placements to address the needs of eligible individuals, age 3 to 21, and ensure all students with special needs are receiving a free and appropriate public education (FAPE).

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

- School Board made aware of process and tentative committee members – Jan. 11, 2016
- Initial committee meeting – Jan. 20, 2016
- School Board approved committee and process starting – Jan. 25, 2016
- Committee meetings – Feb. 9, 2016 and Feb. 24, 2016
- The plan was made available for public comment. The plan was posted on Norwalk Community School District website from March 2, 2016 to May 2, 2016.
- The committee receives public comments, considers public comments, and summarizes to the Board how those comments were considered during the week of May 2, 2016.
- The AEA Special Education Director verifies plan compliance (IAC 281 – 41.408) - May 10, 2016.
- The district board approves the plan prior to adoption – July 11, 2016
- The plan is included in the designated areas of the Comprehensive School Improvement Plan (CSIP) – Fall 2016.

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

### ***Least Restrictive Environment (LRE)***

LRE is based on the presumption that the general education environment is the first choice for educating all individuals. It refers to a related set of requirements aimed at providing individuals with disabilities with the greatest interaction with nondisabled children and adults, an appropriate education, and the special assistance needed for success in the general education environment. Individualized Education Program (IEP) teams must address the following LRE considerations:

- The services the student needs;
- The supplementary aids and supports needed by the student;
- The environment as well as what occurs in that environment;
- The general education curriculum;
- A review of the appropriateness and educational benefit of each service and environment being considered for the individual;
- Nonacademic and extracurricular activities in which nondisabled individuals participate.

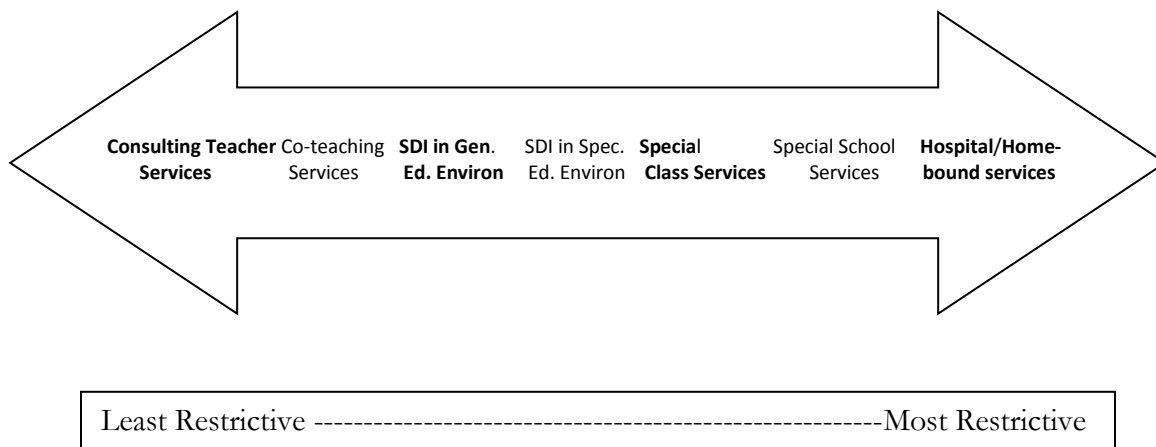
Students may receive different combinations of services. However, the school district consistently strives to serve students in the least restrictive environment.

**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). Reference *Iowa Administrative Code 281-41.17*

**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 be provided within the district or through contractual agreement with other districts and/or agencies, based on the needs of the student.
- Services will reflect individual needs as it pertains to the environment, curricular materials, and instructional strategies needed for the child.
- Continual monitoring of student’s progress relative to each goal in the IEP will occur to ensure FAPE is provided to student 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.



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

- **Consulting Teacher Services**
  - 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.
  - 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**
  - Specially designed instruction and academic instruction provided to a group of students with and without disabilities.
  - Services provided by the special education teacher and general education teacher in partnership to meet the content and skill needs of students in the general education classroom.
    - These services may incorporate several different approaches: 1) One Teach, One Observe; 2) One Teacher, One Assist; 3) Station Teaching; 4) Parallel Teaching; 5) Alternative Teaching; and 6) Teaming.
  
- **Specially Designed Instruction in the General Education Environment**
  - 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.
  
- **Specially Designed Instruction in the Special Education Environment**
  - Direct, specially designed instruction intended to supplement instruction that cannot otherwise be provided during the student's regular instruction time, either through Consulting Teacher services or Co-teaching services.
  - Provided by a certified special education teacher to an individual student with an IEP, or small group of students with IEPs, for a portion of the day.
  - In addition to the instruction provided in the general education classroom.

- **Special Class Services**
  - Direct, specially designed instruction which is tied to the general education curriculum.
  - Provided by a certified special education teacher to an individual student with an IEP or small group of students with IEPs.
  - 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. These services may include transitioning into community settings.)
  
- **Special School Services**
  - Provided to individual students with the most significant disabilities.
  - Intensive instructional services provided in a highly structured setting by certified special education teachers and staff.
  
- **Hospital/Homebound Instructional Services**
  - Provided to individual students with disabilities who are unable to attend school for a period of time due to a health need such as recovering from surgery, a compromised immune system or a psychiatric disorder.
  - Instructional services provided by a certified special education teacher.

*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
- **Student Population:** Less than 50% children with disabilities
- **Early Childhood Program:** Services occur in the general education classroom. The teacher is responsible for direct instruction, preparation of materials, adaptation and accommodations as specified in the IEP. Specially designed instruction is provided to students with disabilities by the dually licensed early childhood special education teacher. Classroom instruction is provided by a licensed early childhood special education teacher who is also responsible for implementing services described in each IEP and monitoring student progress relative to goals in the IEP.

### 3. 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.

***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 50- 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 the roster? ____ x 1.0	
<p>How many students with multiple goal areas.</p> <p>____ Number of students with 1-2 goals                      ____ x .25</p> <p>____ Number of students with 3 goals                        ____ x .50</p> <p>____ Number of students with 4 or more goals               ____ x 1.0</p>	
<p>Of your roster students, indicate what best describes their total SDI hours per day - including specially designed instruction (SDI) in a co-taught setting.</p> <p><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></p> <p>a. Up to 1 hour per day of SDI                                      ____ x1.0</p> <p>b. More than 1 but less than 2 hours per day of SDI                                      ____ x 1.25</p> <p>b. More than 2 and less 4 hours per day of SDI                                      ____ x 1.5</p> <p>c. More than 4 hours per day of direct instruction                                      ____ x 1.75</p>	
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	
<p>How many separate classes/subjects do you co-teach (<i>secondary: for same gen ed teacher it counts as only one co-lab class</i>) ____ x 1.0</p> <p>(Co-teaching is when both teachers share all instructional responsibility and accountability for a single group of students for whom they both have equal ownership.)</p>	
How many grade levels are represented on your roster? ____ x 1.0	
For how many classes do you make accommodations and modifications (not including your own class) ____ x 1.0	
<p>How many students have behavior concerns or goals?</p> <p><b>Mild Need</b> (may or may not have a BIP, but behavior accommodations listed on p. F): Behavior of concern include minimal or no disruption (e.g. prompts for work completion, slow to start working) ____ x 0.5</p> <p><b>Moderate Need</b> (probably has a BIP): Behavior of concern include moderately disruptive, mild to moderate destruction of property, and/or interfering with functioning/peer relationships/ and/or academic achievement, not dangerous to self or others (e.g. minimal supports to maintain infrequent aggressive behavior) and/or moderate to long history,</p>	

<p>significantly disruptive, significantly interfering with functioning/peer relationships). If significantly off-task or some destruction then it's at least moderate. ___ x 1.0</p> <p><b>Severe Need</b> (definitely has a BIP): Behaviors of concern include significantly disruptive, significantly destructive to property, significantly interfering with functioning/peer relationships/ and/or academic achievement, and/or dangerous to self or others (e.g. physical aggression, self-injurious behavior, safety plan, and/or Chapter 103b reports). ___x 2.0</p>	
For how many associates do you provide <u>sole</u> supervision? ___ x 1.0	
For how many associates do you provide <u>shared</u> supervision? ___ x 0.5	
How many students are on Iowa Alternative Assessment? ___ 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 .50	
<b>TOTAL</b>	

## 4. 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.
- Request 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, 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, 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 written response to submit a written 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 written 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.

<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	Schedule and instructional groupings
Collaborative/co-teaching assignments	Number of buildings
Number of IEPs to oversee	Intensity of services documented in the IEP's
Grade level of students	Time needed for collaboration
Amount of direct instructional contact time	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.**

## **5. Process used to evaluate the effectiveness of the delivery system and for meeting the targets identified in the state's performance plan**

The Norwalk School District will examine the results of the State Performance Plan and Annual Progress Report to determine the necessary corrections that need to be made and establish priorities by which to ensure an effective delivery system for our eligible students. If the district does not meet requirements set forth in the State Performance Report and Annual Progress Report, the district will work with the Iowa Department of Education and AEA 11 to develop a corrective action plan. If Norwalk School District meets all the necessary requirements, the delivery system will be considered effective.

Additionally, the ongoing progress monitoring that occurs will help us understand the individual successes that are occurring. Likewise, such data will allow us to see the systemic effectiveness of our delivery system. In many respects, this will be even more vital than the annual state reporting data that we review.

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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:***

- *Ankeny Community School District*
- *Cedar Falls Community School District*
- *Muscatine Community School District*
- *Waterloo Community School District*
- *Waukee Community School District*
- *Western Dubuque Community School District*