

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 July 2022-June 2023

(Complete revision due again for the 2026-2027 school year)

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

#HowardWinnCSD

HOWARD-WINNESHIEK COMMUNITY SCHOOL DISTRICT
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HOWARD-WINNESHIEK COMMUNITY SCHOOL DISTRICT

Introduction

Howard-Winneshiek's 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 are 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 pre-school (age 3) 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 the child's needs and enough services for the 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 the 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 and the Special Education Director along with the Building Principal, 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.

HOWARD-WINNESHIEK COMMUNITY SCHOOL DISTRICT

Special Education Delivery System Development Process

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.

Timeline for Public Comment and Board Approval:

Howard-Winneshiek Special Education Service Delivery Plan will be available for public comment from (20 calendar days or more) February 28, 2022 to March 21, 2022. The public will be notified through the district website the Special Education Delivery Plan is available for review. The plan will be available for public viewing on the District Website, Central Administrative Offices, and the Offices of the Elementary/Junior High and High School. Public comment can be provided in writing or orally. The district will review all public comments and will make any necessary modifications to the Howard-Winneshiek Special Education Service Delivery Plan, as appropriate. Following this, the delivery plan will go to the HWCSD School Board for final board approval. This will occur on March 21, 2022. After Board approval, it will be shared with district personnel and the public on the district's website as well as with special education team.

Committee Members who reviewed and revised Special Education Delivery Plan:

- Ann Smith; Director of Special Education/Student Services, Howard-Winneshiek CSD
- Katie Fisher; AEA/District Facilitator, Keystone AEA
- Michelle Tlusty; Early Childhood Special Education Consultant, Keystone AEA
- Justin Thraikill; Secondary Strategist I Special Education Teacher, Howard-Winneshiek CSD
- Linda Walter; Elementary Strategist I Special Education Teacher, Howard-Winneshiek CSD
- Megan Merkel; Early Childhood General & Special Education Teacher, Howard-Winneshiek CSD
- Rhonda Todd, Secondary Strategist I Special Education Teacher, Howard-Winneshiek CSD
- Alicia Denner; Secondary Strategist II Special Education Teacher, Howard-Winneshiek CSD
- Michael Hagensick, Special Education Consultant, Keystone AEA
- Angela Raddatz, Special Education Social Worker, Keystone AEA
- Jenny Butler, Secondary General Education Teacher, Howard-Winneshiek CSD
- Kim Langum, Elementary General Education Teacher, Howard-Winneshiek CSD
- Lisa Kammerer, parent
- Kelly Sorenson, parent

This plan will be put into place for the 2022-2023 school year. This will be implemented for the next five years with very slight revisions as needed to meet the delivery model for the students at Howard-Winneshiek Community School District.

HOWARD-WINNESHIEK COMMUNITY SCHOOL DISTRICT
Special Education Continuum of Services
Preschool 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.

Plan for the 2022-2023 school year for Preschool Programming:

Any changes to the preschool programming will be amended based on student needs for following school years.

- 1 full time teacher holding the dual endorsements
- 2-0.8 full time teachers holding the dual endorsements.

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. Head Start Performance Standards; or
3. National Association for the Education of Young Children (NAEYC) Accreditation Standards

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HOWARD-WINNESHIEK COMMUNITY SCHOOL DISTRICT
Preschool Teacher-Child Ratios

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

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

Age Category	Teacher-Child Ratio	Maximum Class Size
Preschool (3-5 year olds)	1:10	20

This ratio became effective December 2020.

Notes:

Nap Time: Two or more adults must be present during nap time, at least one of the adults must be a teacher or an assistant teacher/teacher aide. When additional staff are needed, this can be other teacher aides.

Special Education: If a paraeducator is assigned to provide specific supports or services identified in a child's Individualized Education Program (IEP), the paraeducator is not included in the count for teacher-child ratio. However, the child is included in the count for class size.

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

Taken from: Iowa Quality Preschool program Standards 2020.

HOWARD-WINNESHIEK COMMUNITY SCHOOL DISTRICT
Special Education Continuum of Services
Transitional Kindergarten/Kindergarten through Age 21

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

Co-Teaching Services: Co-teaching services are defined as the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and nondisabled students. These services are provided by the special education teacher and general education teacher in partnership to meet the content and skills needs of students in the general education classroom. These services take shape in a variety of manners. 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 (including, but not limited to special classes, special schools, home instruction, and instruction in hospitals and institutions). This means the student is receiving his or her primary instruction separate from non-disabled peers.

Notes:

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 in grades TK/K-12

Plan for Elementary for 2022-2023 School Year:

Any changes to the elementary programming will be amended based on student needs for following school years.

5 Strategist I teachers serving students in TK-6

1 Strategist II teacher serving students in K-6 in the area of intellectual disabilities

1 Strategist II teacher serving students in K-8 in the area of behavior disabilities

Plan for Secondary (7-12) for 2022-2023 School Year:

Any changes to the secondary programming will be amended based on student needs for following school years.

4.5 Strategist I teachers serving students in 7-12.

1.5 Strategist II teacher serving students in 7-12

HOWARD-WINNESHIEK COMMUNITY SCHOOL DISTRICT

Caseload Determination

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.

Director of Special Education will review by August 15th for the upcoming 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. The team determined there would be a different caseload determination rubric for Preschool, Elementary (grades TK/K-6), and Secondary (Grades 7-12). See the three different caseloads for additional information.

The specific caseload limits according to the different rubrics 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.

- **Preschool Caseload Limits: Full time teachers: 40 points; 0.80 teachers: 32 points**
- **Elementary Caseload Limits: Full time teachers: 50 points; 0.80 teachers: 40 points**
- **Secondary Caseload Limits: Full time teachers: 50 points; 0.6-0.875 teachers: 40 points**

The special education teacher will update their roster matrix on the Special Education Roster Google Sheet each time when they submit an IEP for review.

HOWARD-WINNESHIEK COMMUNITY SCHOOL DISTRICT

Preschool Special Education Service Delivery Plan Matrix

Teacher Name:		Date:	
Criteria	Number meeting criteria	Number of Points	Total Number of Points
Students on your roster (attending in your classroom)		X 1	
Homebound Instruction Required per IEP *no longer counts on students on your roster attending in classroom		X 1	
Academic MTSS *number of students who progress monitoring math instruction		X 0.5	
Academic MTSS *number of students who progress monitoring literacy instruction		X 0.5	
Behavior MTSS *Number of students who progress monitoring social emotional instruction		X 1	
Other Health Needs ex. potty training, meal planning/special meal preparation *Per identified need *not addressed by adaptive behavior goal/BIP/health plan *Can be general ed or special ed student		X 0.25	
Speech only IEP		X 0.25	
ECSE students on your roster		X 1	
Language Goals *total number of collaborative language goals		X 0.5	
Academic Goals *total number of academic goals that you progress monitor		X 0.5	
Behavior Goals *total number of behavior goals that you progress monitor		X 0.5	

Collaborative Goals *Total number of collaborative goals that you progress monitor not already counted ex. OT, PT		X 0.5	
FBA/BIP		X 1	
Health Plan		X 0.25	
Medication Administration *If part of the health plan meal planning/special preparation/g-tube		X 0.5	
OT/PT (number of students with supports .25/ services .5) *Cannot be counted here if counted in collaborative goal		X 0.25 X 0.5	
Para Services *number of students with para minutes		X 0.5	
Assistive Technology *Number of students with assistive technology services)		X 0.5	
Accommodations (number of students with Individualized Visuals)		X 0.5	
Total for All Criteria Met			

HOWARD-WINNESHIEK COMMUNITY SCHOOL DISTRICT

Elementary Special Education Service Delivery Plan Matrix:

Teacher Name:	Date:		
Criteria	Number meeting criteria	Number of Points	Total Number of Points
Progress Monitored Students: You are not the case manager, but you are responsible to write a goal area and progress monitor.		0.50 for each goal area	
Roster Students: You are the case manager and write the IEP		1.0	
Up to 30 minutes SDI		0.50	
More than 30 minutes and up to 1 hour SDI		1.0	
More than 1 hour and up to 2 hours SDI		1.5	
More than 2 hours and up to 4 hours SDI		2.0	
More than 4 hours SDI		2.5	
Students come to your classroom setting for support outside of SDI minutes. Examples would be: check-in/check-out, reset, calming, rest.		0.5	
Students have a Functional Behavior Assessment and Behavior Intervention Plan and at least 1 behavioral goal.		2.0	
Students have at least 1 behavior goal, but without a Functional Behavioral Assessment or Behavior Intervention Plan.		1.0	
Write and progress monitor adaptive behavior goal(s).		1.0	

Write and progress monitor social skill goal(s).		1.0	
Write and progress monitor employability skills goal(s).		1.0	
Number of paras serving students. (Count the number of additional adults.)		1.0	
Student designated minutes per month in support for school personnel or team collaboration on F-tab activities.		0.50	
Speech/Language, Occupational Therapy, Physical Therapy, or Hearing		0.25	
Assistive Technology		0.50	
Nursing (service minutes, health plan, or supports)		0.25	
Vision/Blind, Deaf, Traumatic Brain Injury, Homebound, or AIM		2.0	
Accommodations for District-Wide Assessments		0.25	
Total for All Criteria Met			

HOWARD-WINNESHIEK COMMUNITY SCHOOL DISTRICT

Secondary Special Education Service Delivery Plan Matrix

For the purposes of this document "roster" is defined as any special education student assigned to a teacher roster.

Teacher Name:		Date:	
Criteria	Number meeting criteria	Number of Points	Total Number of Points
Special Education students assigned to your roster		X 1	
SDI Pull out instruction (This includes any Special Education Pull Out sections) If you have students multiple times in pull out sections, count each class hour as the criteria met)		X .75	
Academic Goals (roster students: not in transitions) (Total number of academic goals that you document progress monitoring into the IEP)		X .5	
Behavior Goals (roster) (Total number of behavior goals that you collect data & progress monitor) (Social thinking, Adaptive, Employment, 21 Century Skills)		X 1	
FBA/BIP # of students on your roster		X 1	
Health Plan		X .25	
IVRS Facilitation		X .25	
Case Management Facilitation		X .5	
Para Services (number of students with para minutes)		X .5	
Services (Number of students with speech, hearing, vision/blind, occupational therapy, physical therapy, assistive technology services)		X .25	
Total for All Criteria Met			

HOWARD-WINNESHIEK 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 Director shall review teacher caseloads. Reviews will take place as follows:

- a. First - prior to the new school year – by August 15th
- b. Second - at the beginning of the school year – by October 1st
- c. By teacher request

PROCEDURAL STEPS FOR CASELOAD CONCERNS:

A scheduled review of teacher caseloads will be conducted by the Director of Special Education two times each year: By August 1st for the upcoming school year and by October 1st of the current school year. The special education teacher(s) will keep the building's specific Caseload Determination Rubric on the Google Spreadsheet updated for the Director of Special Education to review.

When the caseload for the K-12 special education teacher exceeds **more than 10% of the total number from the building's specific Caseload Determination Matrix**, 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 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 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 Howard-Winneshiek's Director of Special Education and Superintendent. 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. Finally, if the concern continues to not be addressed or managed

in an agreeable manner, the special education teacher(s) may appeal the decision to the AEA Director of Special Education who will review all information and provide a written final decision.

Adjusted Caseload Status: If the district is exceeding the limits specified in this plan, it may ask the AEA Special Education Director to grant an adjusted caseload status. The 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 discretion of the AEA Special Education Director. As a general rule, "good cause" will not be satisfied by 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 a FAPE in the LRE to the eligible individual it serves.

In reviewing a teacher's caseload concerns, the information generated by the Howard-Winneshiek Community School District Special Education Service Delivery Plan Matrix for the specific grade level will be considered for the recommendation.

HOWARD-WINNESHIEK COMMUNITY SCHOOL DISTRICT
Evaluation of Effectiveness of Delivery System for Eligible Individuals

Howard-Winneshiek Community School District will need to evaluate the effectiveness of their delivery system to determine if it is leading to improved outcomes for eligible individuals.

In order to meet the State Performance Plan/Annual Progress Report (SPP/APR) goals, accountability will be addressed in the following ways:

- Individual student IEP goal progress monitoring
- Aggregation of progress monitoring and summative evaluations for groups of students at both school and district levels
- Examination of disaggregated subgroup achievement and SPP/APR data

Individual:

Individual student progress on IEP goals will be reviewed and discussed on a regular and on-going basis every 2 weeks by the special education and general education teacher(s) along with the AEA consultant/specialist and school administrator 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 targeted or intensive interventions through multi-tiered system of supports or special education as indicated.

School: Aggregated by School and District:

Each school in the district will review the student progress monitoring, formative, or summative evaluations every 4-6 weeks. The IEP subgroup performance in both reading and math will be reviewed and discussed by grade level teams which include both general and special education teachers. Subgroup achievement, growth, and the achievement gap will be included as items for discussion and planning. Schools with a subgroup achievement gap; thus, impeding progress toward meeting the district SPP/APR requirements, will develop a school-based plan to close the achievement gap by grade level in each school. These plans will be monitored every semester and at the district level at the end of each school year. In the event that this process creates the need to review the Special Education Delivery Plan, the district will follow the process to revise and readopt the plan.

District: Disaggregated by School Levels:

At the district level, IEP subgroup data for each school, along with the plans as described above, will be reviewed on an annual basis by the district's leadership team. IEP student data will also be disaggregated and examined by school level (elementary, junior high, and high). In addition, the district will examine their SPP/APR data to determine priorities and develop an action plan as needed. If the district meets SPP/APR requirements, both procedural and performance, the delivery system will be considered effective. If the district does not meet requirements, the district will work in collaboration with the State and AEA.

HOWARD-WINNESHIEK COMMUNITY SCHOOL DISTRICT
District Assurances

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.

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