

**WEST FORK
COMMUNITY SCHOOL
DISTRICT**

DISTRICT DEVELOPED

SERVICE DELIVERY PLAN

August 2011

Process Used to Develop the Delivery System for Eligible Individuals?

The district developed service delivery plan was developed in accordance with the Iowa Administrative Code Rule 41.408(2)"C".

Before initiating the development of the plan, the West Fork Board of Education on August 15, 2011 approved such action and the LEA personnel and parents who would participate in the development of the plan,.

The group of individuals who developed the plan includes parents of eligible individuals, special education teachers, general education teachers, administrators and AEA 267 administrators.

District Developed Service Delivery Plan Development Group

PreK-3 / High School Principal: Randy Bushbaum
PreK-8 Principal: Abe Maske
Superintendent: Darrin Strike
Elementary General Education Teachers: Janan Wagner, Mary Schulz
Middle School General Education Teacher: Carolyn Just
High School General Education Teacher: Brian Wogen
Early Childhood Special Education Teacher: Lori Ward
Elementary Special Education Teachers: Mary Jane Neff, Diane Wills
Middle School Special Education Teachers: Kaye Krueger, Deb Peshak
High School Special Education Teachers: Pam Litterer, Val Haugebak
Parent: Cheryl Dannan
Parent: Carrie Allen
Parent: Donna Emhoff
Parent: Paula Leininger
AEA 267 Team Representative: Judy Kenealy
AEA 267 Special Education Coordinator (designee of AEA 267 Director of Sp.Ed.):
Beverly Plagge

How will service be organized and provided to eligible individuals?

EARLY CHILDHOOD

Regular Early Childhood Program Monitored by a Licensed Early Childhood Special Education Staff:

Services are defined as occurring in the general education classroom utilizing QPPS (Quality Preschool Performance Standards). The classroom teacher holds a license for pre-kindergarten. The general education teacher is responsible for classroom instruction and implementation of adaptations and accommodations as specified in the IEP. The licensed Early Childhood Special Education staff is responsible for monitoring the implementation of services described in each IEP and monitoring student progress relative to goals in the IEP.

Early Childhood Special Education (ECSE) Services:

Services for the early childhood special education program are defined as direct specially designed instruction provided to students with disabilities by a licensed early childhood special education teacher. The curriculum is tied to the general education curriculum utilizing QPPS (Quality Preschool Performance Standards), but is modified to meet the needs of the students. A licensed Early Childhood Special Education Teacher provides classroom instruction, is responsible for monitoring the implementation of services described in each IEP, and monitors student progress relative to goals in the IEP.

*The district will implement the QPPS in settings where 3-5 year children are served.

K-12

Consulting Teacher Services: The student is served in the general education classroom without any accommodations or modifications to the curriculum, instruction, testing or grading. The certified special education teacher/service provider is responsible for consulting with the 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. The special education teacher/service provider is responsible for monitoring student progress according to the IEP.

General Education with Consultation/Accommodations: The student is served in the general education classroom using accommodations and modifications through consultation and support from the special education teacher or support service provider. The general education teacher is responsible for direct instruction, testing, grading and behavioral management as specified by the IEP. The special education teacher will consult with the general education teacher on the implementation of specified accommodations and modification. This may include (but is not limited to) adjusting the learning environment, modifying materials, using special provisions for assessments, increasing time limits, reducing the length of assignments, and/or using specially designed instructional strategies to meet the individual needs of the student. The special education teacher/service provider is responsible for monitoring student progress according to the IEP.

Collaborative Services:

Collaborative services are when a general education teacher and a special education teacher work together to design appropriate instruction for students served through an IEP. The special education teacher will use collaborative services within the general education curriculum in the general education classroom so that special education students have access to the general education content. Appropriate adjustments to the curriculum will be made through the general education and special education teachers collaborating on necessary instruction for the special education student being served.

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 without disabilities. These services are provided by the special education teacher and the general education teacher in partnership to meet the needs of each student in the general education classroom to aid the student(s) in accessing the general education content area instruction. These services can take shape in a variety of ways. For example, teachers co-plan, divide the class, and provide instruction to smaller groups, or teachers co-plan and then co-instruct different components of the content. Teachers co-plan and then one teacher teaches while the other teacher assists or observes the classroom. The effectiveness of services provided through co-teaching have a strong research base.

Direct Special Education Support Provided in the General Education Classroom: The student receives special education support for the general education curriculum in the general education setting. The special education teacher, support service provider, or trained paraprofessional is present in the general education classroom to provide direct instruction, instructional support, behavior monitoring, and/or other assistance to the student or group of students through models such as collaborative instruction and co-teaching. The special education teacher/service provider is responsible for monitoring student progress according to the IEP.

General Education with Support or Hurdle Help Option: This level of service contains all the elements of General Education with Consultation/Accommodations. The additional element is the option of the student having limited pull-out services to serve a specific need. The general education teacher and special education teacher jointly determine if the student needs additional coaching on a skill. Direct instruction for the skill will be provided by the special education teacher or paraprofessional under the guidance of a special education teacher. Instruction will take place in an individual or small group setting for a portion of the day when needed to help the student attain the skill desired.

General Education with Supplemental Pull Out Services

Pull-out services are specially designed direct instruction provided to a student or small group of students by a special education teacher or a paraprofessional under the guidance of a special education teacher. Supplemental pull out services 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. Supplemental pull-out services support the instruction provided through consultation, collaborative instruction, and/or co-teaching. The special education teacher/service provider is responsible for monitoring student progress according to the IEP.

General Education with Total Pull-Out Services

Pull-out services are specially designed direct instruction provided to a student or small group of students by a special education teacher or a paraprofessional under the guidance of a special education teacher. Total services provide instruction according to the standards and benchmarks of the curriculum, but instructional methods and materials are modified to meet the unique needs of the student/s in the pull-out setting. When services cannot be appropriately provided in the general education setting, the student may receive selected services or all services needed in a separate educational setting (including but not limited to special education classes, special schools, home instruction, and instruction in hospitals and institutions). This means the student receives his or her primary instruction in a special education setting. The special education teacher/service provider is responsible for monitoring student progress according to the IEP.

Reverse Consultation Services: Reverse consultation 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 special education setting to aid the student(s) in accessing the general education content area instruction. A general education teacher licensed in the core content area collaborates with a special education teacher to jointly plan lessons and instructional strategies. The general education teacher supervises the curriculum and is responsible for assigning student grades. The special education teacher is responsible for providing direct instruction. Both teachers are responsible for on-going progress monitoring and formative assessment. Reverse consultation is a model of service delivery used only with a small number of students who exhibit significant cognitive or behavioral skill deficits, yet are expected to achieve district standards rather than alternative standards. Documentation of regular and frequent consultation, joint planning and assessment of student progress is required.

Special Class Services: Special class services are defined as direct specially designed instruction provided to an individual student with 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 an individualized program setting following an IEP team determination(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 their 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, including Area Education Agency 267.
- The continuum includes services for eligible individuals ages 3-21.

How will caseloads of special education teachers be determined and regularly monitored?

Program structure

Placement of the student with special education will be determined by the IEP team as to, but not limited to, the following criteria:

- needs of the student – academic, behavior, social; behavior plans, extended year services, alternate assessment
- time needed to work on the IEP goals and objectives, both with the student and in planning and preparation
- time for collaboration with other teachers and agencies
- least restrictive environment
- schedules
- room structure, size, and environment
- experience and expertise of the teacher
- number of paraeducators and the expertise and training needed

Caseload Review: The caseloads of the special education teachers will be reviewed based on the number of students served and the level of services provided to students, or by teacher request.

1. The review committee will be composed of the building principal, special education teachers, a general classroom teacher, and AEA team representative. The superintendent will be consulted as needed.
2. Regularly scheduled meetings will be held two(2) times a year (each semester).
3. The committee will meet at the request of any committee member throughout the school year. The request needs to be in writing to the building principal and copies distributed to the other committee members. This meeting will take place within ten (10) school days of the request.
4. The building principal schedules the caseload review meetings
5. The committee will consider the following issues:
 - A review of the current number of students with an IEP and their needs
 - Needs of students being referred
 - Size of room
 - Supports available (paraeducator, etc)
 - Scheduling/time
 - Time for collaboration/time for co-teaching
 - Determination of current program needs
 - Discussion of projected future program needs
6. A written record of all meetings will be kept by the building principal on the Caseload Review Meeting Template (see Appendix B). A copy of the completed Caseload Review Meeting form will be distributed to all committee members.
7. Caseload review meetings will consider the following:
 - a. A review of the current number and needs of students, needs of students being referred, supports available, and schedules/time;
 - b. Can all services identified in the IEP be provided as specified?
 - c. What circumstances (number of students, schedules, or student needs) prevent each student from receiving educational benefit?
 - d. Would the addition of caseload responsibilities create the need for additional support or assistance?
 - e. What action is required that will ensure all students' IEPs are able to be fully implemented?

8. Possible solutions that the caseload review committee may consider, but are not limited to, are:

- additional program options
- additional programs
- scheduling changes
- additional paraeducator help
- additional teaching staff

In considering the issues in #5 above and possible solutions listed in #8, the district will assure that all IEPs are implemented with integrity.

Appendix A

Caseload Review Meeting

Date:

Present:

Semester meeting: _____

Committee Member Requested: _____ (name)

Requested date: _____ (meeting must be held within 10 days of request)

Purpose: To review:

- A review of the current number of students and their needs
- Needs of students being referred
- Size of Room
- Supports available (associates, etc)
- Scheduling/time/ time for collaboration
- Determination of current program needs
- Discussion of projected future program needs

Agenda:

1. A review of the current number and needs of students, needs of students being referred, supports available, and schedules/time.
2. Can all services identified in the IEP be provided as specified?
3. What circumstances (number of students, schedules, or student needs) prevent each student from receiving educational benefit?
4. Would the addition of caseload responsibilities create the need for additional support or assistance?
5. What action is required that will ensure all students' IEPs are able to be fully implemented? (Possible solutions that the caseload review committee may consider, but are not limited to, are: additional program options, additional programs, scheduling changes, additional paraeducator help, additional teaching staff)

The committee written recommendations sent to the Superintendent within 5 school days. The Superintendent has 10 school days to get back to ALL team members in writing the decision.

How will the delivery system for eligible individuals meet the targets identified in the state's performance plan and the LEA determination as assigned by the state? What process will be used to evaluate the effectiveness of the delivery system for eligible individuals?

At least once per year, district administrators will examine their special education district profile to review the district's data relative to progress indicators outlined in our state performance plan (SPP) for special education. District administrators will also examine the district's (APR) annual progress report (Use student achievement data if subgroup numbers do not exceed 10) each year to review achievement data as it pertains to students with IEPs in the district. These data will be used to determine priorities and develop an action plan for special education instructional services when necessary.

If the district meets or exceeds APR (student achievement) goals and target goals outlined in our state performance plan for special education, the delivery system will be considered effective.

If the district does not meet APR (student achievement) goals or SPP target goals, district staff will work in collaboration with AEA 267 staff to develop an action plan designed to promote progress toward these goals.

What procedures will a special education teacher use to resolve caseload concerns?

Special education teachers are expected to engage in informal problem-solving with their AEA 267 team representative and building principal prior to submitting a formal request for caseload review. If a formal request has been submitted to the caseload review team then the following steps would be followed.

1. The committee will meet at the request of any committee member throughout the school year. The request needs to be in writing to the building principal and copies distributed to the other committee members. This meeting will take place within ten (10) school days of the request.
2. Possible solutions that the caseload review committee may consider, but are not limited to, are as follows:
 - additional program options
 - additional programs
 - scheduling changes
 - additional paraeducator help
 - additional teaching staff
3. The committee recommendations which include relevant information generated about the teachers' caseload concerns will be forwarded to the district administration (the Superintendent) within five (5) school days. The Superintendent will respond in writing within seven (7) school days to all team members regarding the decision.
4. If a teacher and/or the committee want to further review the caseload situation, a meeting with the district Superintendent will be set up involving the review committee, which is composed of the building principal, the special education teacher, the AEA 267 team representative, and the AEA 267 Special Education Coordinator. A general classroom teacher may be added at the discretion of the caseload review committee. The West Fork Community School Board will be consulted as needed.
5. If the person requesting the review does not agree with the determination, then the AEA 267 Director of Special Education will meet with personnel involved and render a written decision.
6. 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 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 individuals it serves.

Appendix B
District Developed Special Education Service Delivery Plan
West Fork School District
Public Comment Draft

The Iowa Administrative Rules of Special Education require each school district to develop a plan for the delivery of special education services. Districts must make the plan available for public comment. If you have comments that you wish to be considered before this plan is finalized, please submit those comments to: Superintendent Darrin Strike

Comments must be received by (date):

Plan

What was the process used to develop the delivery system for eligible individuals?

How will services be organized and provided to eligible individuals?

How will caseloads of special education teachers be determined and regularly monitored?

What procedures will a special education teacher use to resolve caseload concerns?

How will the delivery system for eligible individuals meet the targets identified in the state's performance plan and the LEA determination as assigned by the state? What process will be used to evaluate the effectiveness of the delivery system for eligible individuals?

Appendix C

Assurances

X 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 aged 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 aged 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 and related activities through cooperative efforts of the special education teachers and general education teachers in the general education classroom.
- (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.

X The district assures the school board has approved the development of the plan for creating a system for delivering specially designed instructional services.

X The district assures prior to the school board adoption, this delivery system was available for comment by the general public.

X The district assures the delivery system plan 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).

X The district assures the AEA Special Education Director verified the delivery system is in compliance with the Iowa Administrative Rules of Special Education.

X The district assures the school board has approved the service delivery plan for implementation.

Appendix D
District and AEA Special Education Director Checklist for Requirements

Is compliant with rules	Requirements	If not compliant, AEA Special Education Director comment
<input type="checkbox"/>	Development of District Developed Service Delivery Plan approved by school board	
<input type="checkbox"/>	Individuals on committee approved by district school board	
<input type="checkbox"/>	AEA represented by Director appointee	
<input type="checkbox"/>	Description of special education instructional services include full continuum	
<input type="checkbox"/>	Caseload descriptions includes <ul style="list-style-type: none"> • A definition of teacher caseload (e.g., number of students, number of points, etc) • Who will monitor caseloads • How often caseloads will be monitored 	
<input type="checkbox"/>	Description of procedures for resolving caseload concerns	
<input type="checkbox"/>	Description of how the district will address: <ul style="list-style-type: none"> • SPP/APR targets • LEA determinations assigned by the state • Plan evaluation and effectiveness 	
<input type="checkbox"/>	Plan submitted to the AEA Special Education Director	

 AEA Special Education Director Signature

 Date

Information below the line for district use only

<input type="checkbox"/>	Final approval by district school board
<input type="checkbox"/>	Plan inserted into Comprehensive School Improvement Plan