

WEST FORK COMMUNITY SCHOOL DISTRICT

Mission Statement: The West Fork CSD is dedicated to creating successful learners, citizens, and leaders.

Vision Statement: West Fork students will be proud of their educational experience and confident in their ability to succeed in a complex global environment.

DISTRICT DEVELOPED SERVICE DELIVERY PLAN DRAFT

December 2019

1. 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 October 21, 2019, 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 a Central Rivers AEA administrator.

District Developed Service Delivery Plan Development Group

PreK-3 / High School Principal: Bobby Willms

PreK-8 Principal: Tracy Peterson

Superintendent: Mike Kruger

Elementary General Education Teachers: Krista Dickman, Mary Schulz

Middle School General Education Teacher: Deb Peshak

High School General Education Teacher: Laura Schafer

Early Childhood Special Education Teachers: Andrea Engh, Angela Sturges

Preschool/Special Education Teacher: Alexis Hansen

Elementary Special Education Teachers: Dakota Fleshner, Marissa Mackin, Lindsay
Barnhart

Middle School Special Education Teachers: Kaye Krueger, Doug Bacheldor

High School Special Education Teachers: Pam Litterer

Parent: Jamie Stanbrough

Parent: Shannon Latham

Central Rivers Team Representative: Laura Ramaekers

Central Rivers Early Childhood Collaborator: Ryan Robison

Central Rivers AEA Regional Administrator (designee of Central Rivers Executive Director
of Sp.Ed.): Dr. Carol Sensor

Following approval by the Central Rivers AEA and the West Fork School Board, the DDS DP will be shared with all teachers and will be linked on the West Fork Community Schools website.

2. How will service be organized and provided to eligible individuals?

EARLY CHILDHOOD

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 prekindergarten 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. West Fork meets the Preschool Program Standards through the implementation of the Iowa Quality Preschool Program Standards.

K-12

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 instructional methods. Specially designed instructional strategies will be used to meet the individual needs of a student with a disability receiving instruction in the general education classroom.

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/or modifications. 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 defined as specially designed instruction planned by a certified special education teacher and 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 setting. Collaborative services are designed to aid the student(s) in accessing the general education content area instruction. Collaborative services are provided simultaneously with the general education content area instruction.

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 the 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.

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 instructional support, behavior monitoring, and/or other assistance to the student or group of students. The special education teacher/service provider is responsible for monitoring student progress according to the IEP.

Pull-out Supplemental Instruction: Pull-out supplemental instruction is defined as specially designed instruction provided to an individual student with a disability or a group of students with disabilities by a certified special education teacher in a special education setting. Pull-out instructional services are designed to supplement instruction provided in the general education classroom through the previously described consulting teacher model, co-teaching model and collaborative model of service delivery. Supplemental instruction provided in a pull-out setting does not replace the instruction provided in the general education classroom.

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. These services provide instruction according to the Iowa Core standards with instructional methods and materials 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.

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 Central Rivers Area Education Agency.
- The continuum includes services for eligible individuals ages 3-21.

3: 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:

1. Needs of the student-academic, behavior, social, behavior plans, extended year services, alternate assessment
2. Time needed to work on the IEP goals and objectives, both with the student and in planning and preparation.
3. Time needed for paperwork (charting, reporting out, documenting behaviors, etc.)
4. Time for collaboration with other teachers and agencies.
5. Least restrictive environment.
6. Caseloads of the teachers.
7. Range of need will be considered when grouping.
8. Grade level of the students.
9. Schedules
10. Room structure, size, and environment
11. Experience and expertise of the teacher
12. Number of paraeducators and the expertise and training needed.
13. The potential of new students (especially at the lower elementary level).
14. Family requests, sibling experiences with teacher.

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.

Caseload

A full-time teacher's "full" caseload will be considered 60 total points. [In the case of a dually-certified early-childhood special education teacher, the total from the "Caseload Monitoring Form" will be taken into consideration relative to the percent of time utilized instructing students with special education needs.(e.g. If a teacher instructs 25% of time for students with special education needs, their 'full' caseload would be considered 25% of a full time teacher's caseload.) If a special education teacher also teaches general education students a portion of the day, their "total" caseload would be reduced by that percent of the day.]

If a teacher's caseload exceeds this number at any time during the school year, the teacher and the building principal will meet to discuss whether the teacher is able to provide the services and supports specified in the IEPs. If the teacher is able to do so, no further action is needed. If the teacher is unable to provide the services and supports specified in the IEPs, a plan of action will be developed. If the teacher is not satisfied that the plan of action will meet the requirements of the IEPs, the teacher may initiate the process for resolving caseload concerns that is described in this plan.

In determining special education teacher caseloads, the West Fork Community School District will use the following values to assign points to the caseloads of each teacher in the district:

Question 3 continued

West Fork School Caseload Monitoring Form

Item Number	Score Descriptor	Points	Points Assigned
1. Number of students	How many IEP students are on your roster (you are responsible for writing the IEP, IEP meeting, progress monitoring, and reporting to parents)?	x 1	
	How many IEP students do you instruct and progress monitor the goal but who are not on your roster?	x .25	
2. Amount of instruction	Up to 2 hours per day of specially designed instruction (SDI) per student	x 1	
	Between two and four hours per day of SDI per student	x 2	
	More than 4 hours per day of SDI per student	x 3	
3. Work Exp.	For how many roster students will you be planning and supervising work experience?	x 1	
4. Physical needs	How many students on your roster are dependent on an adult for their physical needs (e.g. feeding, toileting, mobility)?	x 1	
5. BIPs	How many roster students are on a behavior intervention plan (BIP)?	x 2	
6. Paras	How many para-educators do you collaborate with?	x 1	
7. Off-site	How many students do you serve off-site (e.g. hospitalized, home-bound, in other school programs)?	x 1	
8. Alternate Assess.	How many students are on alternate assessment?	x 3	
9. Number of IEP goals progress monitored by teacher	One to two goals progress monitored by the teacher	x 1	
	Three goals progress monitored by the teacher	x 2	
	Four or more goals progress monitored by the teacher	x 3	
10. ECO / transition	Number of IEPs with Early Childhood Outcomes/transition for students starting at age 14/senior post-secondary reports	x .5	
Total Points		=	

Caseload Review Procedures

1. The review committee will be composed of the district or building administrator, and special education teachers, and AEA team representative/EC collaborator and/or AEA Regional Administrator. A general education teacher may also participate.
2. Regularly scheduled meetings will be held 2 times a year (each semester). A calendar of dates will be given at the beginning of the year. The meetings will be held at the end of the first and third quarters.
3. The committee will also meet at the request of any committee member throughout the school year or summer. The request needs to be in writing to the Superintendent and copies distributed to the other committee members. This meeting will take place within ten (10) school days of the request.
4. The district or building administrator will collaboratively set up caseload review meetings with the AEA Regional Administrator.
5. The committee will consider the following issues:
 - A review of the current number of students and their needs
 - Size of the room
 - Needs of students being referred
 - Supports available (paraeducator, etc)
 - Scheduling/time/time for collaboration
 - Determination of current program needs
 - Discussion of projected future program needs
6. A record of all meetings will be kept by the district or building administrator on the Caseload Review Meeting form (Appendix A) via Google Drive.
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 students 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
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In considering the issues in #5 above and possible solutions listed in #8, the district will assure that

all IEPs are implemented with integrity.

Question 3 continued
Question 3 continued

9. The committee recommendations which include relevant information generated about the teachers' caseload concerns will be forwarded to the district Superintendent within five (5) school days. The Superintendent will act upon this within ten (10) school days and report back to the committee.
10. 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 team representative/EC collaborator, and the AEA Regional Administrator. A general classroom teacher may be added at the discretion of the building review committee. The West Fork Community School Board will be consulted as needed.
11. If the person requesting the caseload review does not agree with the determination, the decision may be referred to the AEA Executive Director of Special Education or designee.

Separate from the Caseload Review Process, each special education teacher may be allowed one half day a quarter based on teacher request (with a substitute hired if available) to:

- a. Write and update IEPs
- b. Observe in regular and special education classrooms
- c. Network with other special education staff in the district and other districts
- d. Do observations of students in classrooms-within the building and for transition students
- e. Notice will be provided to the building administrator in writing at least one week in advance
- f. This time is in addition to teacher preparation time commensurate with the Master Contract.

4. 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 Central Rivers AEA team representative/early childhood collaborator 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 team representative/EC collaborator, and the AEA Regional Administrator. A general classroom teacher may be added at the discretion of the building review committee. The West Fork Community School Board will be consulted as needed.

5. If the person requesting the caseload review does not agree with the determination, the decision may be referred to the AEA Executive Director of Special Education or designee.

As with all special education questions, the primary concern should be the district's ability to provide a free appropriate public education in the least restrictive environment to the eligible individuals it serves.

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

In order to meet ESSA requirements, 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 the school and district levels
- Examination of disaggregated subgroup achievement

Individual

Individual student progress on IEP goals will be reviewed and discussed on a regular and ongoing basis by the special education and general education teacher(s) along with the AEA team rep(s) 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 MTSS or special education are indicated. (Note: Changes in goals, proficiency criteria, or LRE must occur through an IEP team meeting.) The district special education teachers, administrators, and AEA team reps will review IEPs using the Student File Review form from DE. Each teacher will review one IEP per semester and will record on a district document. Any non-compliance items will be corrected with an amendment.

School: Aggregated by School and District

Each school in the district will review student progress monitoring, formative, or summative evaluations annually. The IEP subgroup performance in both reading and math will be reviewed and discussed by both general and special education teachers. Subgroup achievement, growth, and the achievement gap will be included as items for discussion and planning. Buildings with a subgroup achievement gap; thus, impeding progress toward meeting the ESSA expectations, will develop a school-based plan to close the achievement gap by grade level in each school. These plans will be monitored at the school every semester and at the district level at the end of each school year. In the event that this process creates the need to revise the DDSDP, the district will follow the process to revise and re-adopt the DDSDP.

District: Disaggregated by School Levels

At the district level, IEP subgroup data for each building, 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 (preschool, elementary, middle, high). At the early childhood level, monthly meetings will be held.

At least once per year, the district administrators will examine their School Performance Profile to review the district's data relative to progress indicators outlined in our ESSA expectations for special ed. These data will be used to determine priorities and develop an action plan for special education instructional services when necessary.

If the district meets ESSA expectations the delivery system will be considered effective. If the district does not meet the ESSA expectations, the district will work in collaboration with Central Rivers AEA staff, including the regional administrator, to develop an action plan designed to promote progress toward these goals.

In addition:

- In addition every five years the district will participate in a Special Education Compliance Assessment, in conjunction with the Iowa Department of Education. Feedback and recommendations from that process will be given to the DDSDP committee for consideration of possible revisions to the process. Any noncompliance issues will be corrected.

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 will act upon this within ten (10) school days and report back to the committee in writing.

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

The Iowa Administrative Rules of Special Education require each school district to develop a plan for the delivery of special education services. The West Fork Community School District's DDSDP will be available on the district's Facebook page as well as on paper in the three building offices.

If you have comments that you wish to be considered before this plan is finalized, please submit those comments to: Superintendent Mike Kruger at mike.kruger@westforkschool.org.

Comments will be accepted until December 9, 2019.

Plan Timeline:

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

The DDSDP Committee was approved by the West Fork CSD Board of Education on October 21, 2019.

The DDSDP Committee met on the evenings of November 12 and 19, 2019, to review the plan and make changes.

The draft DDSDP plan was placed on the district website, district Facebook page and on paper in the 4 building; it will be available for public comment until December 9.

After this period of time, the plan will be submitted to the Executive Director of Special Education at Central Rivers AEA for approval. The West Fork Board of Education will give final approval and the plan will entered into the District's C-Plan.

Appendix C

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 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.

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

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

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 Executive Director of Special Education).

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

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"> ● ESSA Expectations ● 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