



WEST DES MOINES
COMMUNITY SCHOOLS

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Special Education Service Delivery Plan

Updated June 2021

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

Iowa Administrative Code Rule 41.480 (2) "c"

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.

Overview of steps in completing this Service Delivery Plan:

1. Committee identified to review current Service Delivery Plan.
2. Committee considers modifications to the plan.
3. Plan is available to district staff and public for comment.
4. Comments reviewed and plan recommended for approval.
5. AEA Special Education Director verifies plan compliance.
6. Plan presented to school board (June 14). District School Board approves plan prior to adoption.
7. Implement plan.

Committee Members

Parent Representatives:

Elementary: Allison Frederick
Elementary: Rebecca McMahon
Elementary: Chelsey Wood
Elementary: Shannon Boyd
Secondary: Clint Albracht
Secondary: Amanda Westerhold
Secondary: Amanda Schreiber
Secondary: Paul Eure
Secondary: Mindy Bylund

Special Education Teacher Representatives:

Preschool: Jeanne Feldt
Elementary: Kelsey Collin
Elementary: Kayla Fee
Elementary: Heather Annis
Elementary: Valerie Lauer
Elementary: Kristi Musser
Secondary: Adam Liker-Hill
Secondary: Denise Blobaum
Secondary: Jill Egger
Secondary: Jill George
Secondary: Julie Rumble
Secondary: Marsha Richards
SE Teacher Leaders: Kristi Bentz
Denise Dieter
Heather Hanser
Misty Zahrt

General Education Representatives:

Elementary: Emily Aller
Secondary: Allison Koontz

Administrative Representatives:

Preschool and Early Childhood Special Education Administrator: Kristin Rourk
Elementary Principal: Beth Brewer
Elementary Principal: George Panosh
Secondary Principal: Kim Davis
Secondary Principal: Haley Hockensmith
Secondary Principal: David Perrigo
Secondary Principal: Megan Thole
Director of Special Education: Kandi Hensel

Heartland AEA Representatives:

Regional Director: Jerry Gruba
Elementary AEA Representative: Amanda Khader
Secondary AEA Representative: Christine Esser

How will services be organized and provided to eligible individuals?

Consulting Teacher Services:

- Indirect services provided by a certified special education teacher to a general education or regular early childhood program teacher in adjusting the learning environment and/or modifying instructional methods.
- Specially designed instruction strategies used to meet the needs of a student with a disability receiving instruction in the general education classroom or program.

Collaborative Services:

- Direct specially designed instruction provided by a certified special education teacher in a general education classroom or regular early childhood program.
- Aid the student(s) in accessing the general education curriculum and are provided simultaneously with the general education or preschool content area instruction.

Co-Teaching Services:

- Specially designed and academic instruction provided by the special and general education or regular early childhood program teacher in partnership to meet the needs of students in the general education classroom or program.
- Possible examples, but not limited to:
 - Teachers co-plan, divide the class, and provide the instruction to smaller groups
 - Teachers co-plan and then co-instruct different components of the content.

Out-of-Class Services: Out-of-Class services (e.g., Pull-Out)

- Direct specially designed instruction provided by a certified special education teacher in an individual or small group setting for a portion of the day that cannot otherwise be provided during the student's regular instruction time.
- Does not replace the instruction provided in the general education classroom.

Special Class/Early Childhood Special Education (ECSE)

- Direct specially designed instruction provided by a certified special education teacher to provide instruction which is tied to the general education or preschool curriculum.
- Curriculum modified to meet the unique needs in a self-contained setting (including, but not limited to special classes/ECSE Program, special schools, home instruction, and instruction in hospitals and institutions).
- Primary instruction separate from non-disabled peers.
- Students may receive different services at multiple points along the continuum based on the IEP.

Regular Early Childhood Program with Teacher holding Dual Endorsements

- Teacher responsible for direct instruction of general and special education students, preparation of materials, adaptations and accommodations, and monitoring the child's progress according to the IEP.
- Teacher holds Dual Endorsement 1001: Birth-Grade 3 Inclusive Settings or 100: Teacher-Prekindergarten through grade three, including special education.

Continuum of Services

The district will provide access to this continuum for all eligible individuals based on their IEP. The preference will be to educate entitled students in the least restrictive environment. Services may be provided within the district, or through contractual agreement with other districts or agencies. The continuum includes services for eligible individuals ages 3-21.

Additional Considerations for Early Childhood Special Education (ECSE) - Ages 3-5

The district must adhere to the following terms and definitions to describe instructional services and placements for preschool children:

Regular Early Childhood Program – Less than 50 percent children with disabilities

Early Childhood Special Education Program – More than 50 percent children with disabilities

Preschool Program Standards Requirement

Early Childhood Special Education (ECSE) and regular early childhood programs providing instructional services to children with an IEP will utilize Iowa Quality Preschool Program Standards (IQPPS).

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

Preschool/Early Childhood Special Education

The regular early childhood program and early childhood special education program will meet the criteria of the Iowa Quality Preschool Program Standards (IQPPS) being implemented regarding teacher-child ratios.

(See caseload in [IQPPS Implementation Guide – Page 68](#))

Pre-Kindergarten-Age 21

Caseloads will be tentatively set in the spring for the following 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 district special education teachers with their building principal and/or district director of special education.

A teacher may be assigned a caseload within a range of total points as follows:

PK-12 Strategist I and II - 40-100

Essential Elements - 40-80

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 student IEPs.

West Des Moines Community Schools - Caseload Determination Document

Teacher Name:	Student Number	x	Total			
<p>Enter the number of students on your roster next to the Weighted Enrollment Factor (WEF) located on the RSD tab of each IEP.</p> <p>a. Number of students with WEF of 1.72 b. Number of students with WEF of 2.21 c. Number of students with WEF of 3.74</p> <p>**For preschool only, how many general education students are on the roster?</p> <p>WEF Matrix - Early Childhood WEF Matrix - School Age</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>x1</p> <p>x2</p> <p>x3</p> <p>x.25</p>				
<p>How many <u>goal areas</u> from this roster are supported by a special education teacher?</p> <p>1. Number of students with 1-2 IEP <u>goal areas</u> delivered by a special education teacher. 2. Number of students with 3 IEP <u>goal areas</u> delivered by a special education teacher. 3. Number of students with 4 or more IEP <u>goal areas</u> delivered by a special education teacher.</p> <p><i>*A goal area is a broad area of functioning (e.g. reading, behavior, etc). If a student has two behavior goals, one for reducing unwanted behavior and one for building a replacement behavior, "behavior" is counted as one goal area. The same principles apply to other goal areas.</i></p>	<p>_____</p> <p>_____</p> <p>_____</p>	<p>x 1</p> <p>x 2</p> <p>x 3</p>				
<p>Functional Behavior Assessment and Behavior Intervention Plan <i>*Indicate a 1,2,or 3 for each student based on the supports identified in the IEP. List students in table with corresponding number.</i></p> <p>1. Page B indicates behavior is a concern. 2. Supports include all of the above and an FBA, BIP, and behavior goal. 3. Supports include all of the above and a safety plan outlines supports including Chapter 103 documentation.</p> <p>List students.:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 33%; text-align: center;">1.</td> <td style="width: 33%; text-align: center;">2.</td> <td style="width: 33%; text-align: center;">3.</td> </tr> </table>	1.	2.	3.	<p>_____</p> <p>_____</p> <p>_____</p>	<p>x1</p> <p>x2</p> <p>x3</p>	
1.	2.	3.				
<p>Number of students with one or more of the following support services: Speech, OT, PT, assistive technology, hearing itinerant, vision itinerant.</p> <p>List students and services:</p>	<p>_____</p>	<p>x1</p>				
<p>Enter the number of students Medicaid documentation is completed for.</p> <p>List students:</p>	<p>_____</p>	<p>x1</p>				
Total						
<p>Additional Factors to consider:</p> <ul style="list-style-type: none"> • How many other IEP students not on your roster do you provide instruction for 	<p>_____</p>	<p>x1</p>				

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

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

1. Teacher shall request a meeting with the building principal to discuss the caseload. The meeting shall be informal in nature and solution-focused. The principal will 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 5 working days following the informal conference. The written notice should express the specific caseload concern and a suggested or preferred resolution to the concern.
3. The building principal will convene a review committee within 10 working days to problem solve and listen to the concern from the referring teacher.

This committee should include the building principal, the special education teacher, a WDM special education teacher leader, special education teacher's AEA primary contact, and others as designated by the principal or special education director.

The review committee shall gather data outlined in the Caseload Determination document contained within the Special Education Service Delivery Plan. During the meeting, the review committee will consider the teacher's current instruction and associate schedules. Corrective action may include: realigning students, recommended schedule changes, reviewing assignments of assistants, reorganizing teacher resources, or prioritizing collaboration efforts to improve the delivery of service to all special education students in the building.

*Notice of action will be the responsibility of the building principal. The review committee will develop a written recommendation that will be given to the teacher within 10 working days of the review meeting. A copy will also be given to the Director of Special Education.

4. If a special education teacher's concern is not resolved, the special education teacher will notify the Director of Special Education, in writing, within 5 working days of the concern. During an additional 5 day working period a final decision will be made and a written response will be issued to all parties involved.
5. If the special education teacher would like to appeal this decision, a written request will be made to the Director of Special Education within 5 working days. This request will be brought forth to the Superintendent for discussion. A written response will be issued to all parties involved.

Note: 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 free, appropriate public education (FAPE) in the least restrictive environment (LRE) to the eligible individuals it serves.

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?

Individual buildings examine student data and create School Improvement Plans on an annual basis.

The West Des Moines Community School District will examine State Performance Plan and Annual Progress Report data annually to determine priorities and consider development of an action plan. The District will work in collaboration with the state and AEA.

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, instruction 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 that prior to the school board adoption, this delivery system was available for comment by the general public.

The District assures this delivery system 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).

The District assures the AEA Special Education Director 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.