



WEST CENTRAL COMMUNITY SCHOOLS

District Developed Special Education Services Delivery

Plan Fall 2021

Board of Directors

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West Central Community School District: Vision, Mission, and District Goals

Vision

The West Central Community School District, consisting of students, parents, patrons, teachers, school board, and staff, accepts responsibility for providing a quality, continuous, life-long education that develops skillful, caring, responsible and productive members of our society.

Mission

The mission of the West Central Community School District is to engage each and every student through collaborative relationships, exceptional teaching and personalized learning experiences that will result in confident graduates who will be successful in their chosen path.

District Goals

- Develop skills of communication in reading, writing, speaking, listening, and calculation.
- Learn how to respect and get along with people with whom we work and live, who think and act differently, and who come from different cultures.
- Understand skills needed to be successful in a family situation, a job, and in the community.
- Practice and understand the ideas of a healthy lifestyle.
- Develop skills in using technology.
- Develop skills to be a life-long learner.
- Continue pre K-12 post secondary Career Education program to gain information for making job and career choices.

West Central Community School District

District Developed Special Education Services Delivery Plan

Introduction

The Iowa Administrative Rules of Special Education require each school district to develop a plan for the delivery of special education services. In April 2009, the West Central Community School District Board of Education authorized formation of a committee to explore development of a District-Developed Special Education Services Delivery Plan (DDSPSDP) for special education instructional services within the district.

Through this DDSPSD plan, the District hopes to promote creativity and allow staff more flexibility in terms of delivering special education services that address the unique needs of students with Individualized Education Programs (IEPs). The District hopes to utilize special education resources more efficiently while continuing to deliver quality special education services in the least restrictive environment.

Vision

It is the purpose of the West Central School District to promote life-long learning among its student body and community focusing upon a best-practice instructional program that values interactive communication, shared responsibility and decision making among a quality, caring staff, involved families, supportive businesses and community agencies in partnership to create a positive and safe learning environment in an educationally appropriate facility ensuring that each student is provided an opportunity to reach his or her potential socially, emotionally, physically and academically.

Mission

The board recognizes and understands that some students have different educational needs than other students. The board shall provide an appropriate educational program and related services to students entitled to special education. The special education services will be provided from birth until the appropriate education is completed, age twenty-one or in accordance with the law. The board shall provide an appropriate education for a student in need of special education. Students requiring special education shall attend regular education classes, participate in co-curricular activities and receive services in a regular education setting to the maximum extent possible. The appropriate education for each student shall be written in the student's Individualized Education Program (IEP).

Special education students shall be required to meet the requirements stated in their IEP or in board policy for graduation. Discipline of special education students shall be through the guidelines set forth by the state of Iowa, the guidelines set forth in the student handbooks, and through their Individual Education Plans.

It shall be the responsibility of the superintendent and the Area Education Agency Director of Special Education to provide or make provisions for appropriate special education programs. It shall also be the responsibility of the superintendent to file the school district's special education policies and procedures with the area education agency.

1. PROCESS TO DEVELOP THE DELIVERY SYSTEM

On October 13, 2009, the West Central Board of Education approved the development of the District Service Delivery Plan and the individuals who would serve on this committee. The West Central School District Service Delivery Plan was developed in accordance with Iowa Administrative Code rule 41.408(2)"c". The group of individuals who developed and reviewed the system included parents of eligible individuals, special education and general education instructors within the district, administrators and one representative of the AEA to be appointed. On September 21, 2015, the West Central Board of Education will consider approval of the revised Plan developed by the listed committee below in accordance with Code 41.408(2)"c".

Resource Faculty	Regular Ed Faculty	Parents	Administration
Julie Bloom	Katie Wymer	Valleen Kaufman	Gary Benda
Diane Anderson	Carla Even	Chad Ingels	Matthew Molumby
Stacie VerMeer	Kacey Hadden	Tammy Ingels	
Valarie Buehler - Title I	Robin Fliehler	Matthew Molumby	
Kelly Elliott - AEA	Steve Milder - Counselor		
	Alyssa Cobie-Nuss - At Risk Coordinator		
	Samantha Gage		

Met on October 19, 2021 to review plan. All above besides V. Buehler, S. Gage, K. Wymer and V. Kaufman were in attendance. Plan submitted to the AEA for approval on 10/19/2021.

2. ORGANIZATION & CONTINUUM OF SERVICE & PLACEMENT OF ELIGIBLE INDIVIDUALS

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 non disabilities. The special education teacher and general education teacher provides these services in partnership to meet the content and skill 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 co-instruct different components of the content.

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 students(s) in accessing the general education curriculum. These 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 disabilities 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 group setting for a portion of the day. Pullout 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 Pullout 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 from non-disabled peers.

ORGANIZATION & CONTINUUM OF SERVICE & PLACEMENT OF ELIGIBLE EARLY CHILDHOOD CHILDREN

Regular Early Childhood Program with Teacher holding Dual Endorsement: 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 the child's progress according to the IEP.

Consulting Teacher Services: Consulting Teacher Services are defined as indirect services provided by a certified early childhood special education teacher to a regular early childhood program 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 early childhood 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 non disabilities. The early childhood special education teacher and early childhood teacher provides these services in partnership to meet the content and skill needs of students in the early childhood 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 co-instruct different components of the content.

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 early childhood special education teacher in an early childhood classroom to aid the student(s) in accessing the early childhood curriculum. These are provided simultaneously with the early childhood content area instruction.

Pull-Out Services: Pull-out services are defined as direct specially designed instruction provided to an individual student with disabilities or a group of students with disabilities by a certified early childhood special education teacher to provide supplementary instruction that cannot otherwise be provided during the student's early childhood instruction time. These services are provided in an individual or group setting for a portion of the day. Pullout services supplement the instruction provided in the early childhood classroom through Consulting Teacher Services or Collaborative/Co-Teaching Services. The specially designed instruction provided in Pullout settings does not supplant the instruction provided in the early childhood classroom.

Early Childhood Special Education Program: Early childhood special education services are defined as specially designed instruction provided to an individual student with a disability or a group of students with disabilities by a certified early childhood special education teacher to provide instruction which is tied to the early childhood curriculum, but has been modified to meet the unique needs of the student(s) in a self-contained setting (including, but not limited to early childhood special education programming, special schools, home instruction, and instruction in hospitals and institutions). This means the student is receiving his or her primary instruction from non-disabled peers.

Notes:

- Students may receive different services at multiple points along the continuum based upon 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 agreements with other districts and/or agencies.
- The continuum includes services for eligible individuals ages 3 -21.

3. DETERMINATION AND MONITORING OF SPECIAL EDUCATION TEACHERS CASELOADS

Caseloads will be tentatively set in the spring for the following school year. Caseloads may be modified based on summer registration and actual fall enrollments. Individual district special education teachers with their building principal will review caseloads at least twice during the school year.

A full teacher caseload will be considered to be 5 total points for early childhood instructors holding dual endorsements, 12 total points for the early childhood special education teacher, 20 total points for elementary special education teachers and 24 total points for secondary special education teachers. If a teacher's caseload exceeds this number, the teacher and the principal will meet to discuss whether the teacher is able to provide the services and supports specified in his or her student's IEPs. If the teacher is unable to provide the services and supports specified in his or her students IEPs, a plan of action will be developed. If the teacher is not satisfied that the

plan of action will meet the requirements of his or her students 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 Central Community School District will use the following values assigned to points to the caseloads of each teacher in the district.

- **1 point:** Each IEP for which the teacher is responsible for IEP writing, IEP meetings, progress monitoring and reporting to parents.
- **1 point:** Each student provided up to two hours per day of direct instruction.
- **1.25 points:** Each student provided between two and five hours per day of direct instruction by the teacher.
- **1.5 points:** Each student provided more than 5 hours per day of direct instruction by the teacher, regardless if the teacher is on the roster, or another teacher's roster
- **0.25 points:** Each student who will have a three-year reevaluation during the current year.
- **1 point:** Each student for whom the teacher plans and supervises work experience.
- **1 point:** Each teacher whom the special education teacher co-teaches.
- **1 point:** Each student who is dependent on an adult for physical or health needs
- **1 point:** Each student who has a behavioral intervention plan (BIP).
- **0.25 point:** Each paraprofessional with whom the special education teacher collaborates.
- **1 point:** Each student served off-site (e.g., hospital, homebound, general education, preschool, etc.)
- **1.5 points:** Each student taking an alternative assessment.

4. PROCEDURES TO RESOLVE SPECIAL EDUCATION TEACHER CASELOAD CONCERNS

Upon review of instructor caseloads at the beginning, middle or end of the school year, if there appears to be an overload, the teacher may request and the principal will arrange a Caseload Assistance Team (CAT) meeting. The CAT will comprise of the special needs teacher, the building administrator, the AEA representative and Superintendent of Schools.

At any time, a special education teacher may request a caseload review by submitting, in writing, the request to the building principal. The building principal will convene the CAT team within 10 working days. A resolution and written decision will be made available to the teacher within 10 days of the CAT meeting.

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.

5. EVALUATION TO DETERMINE EFFECTIVENESS OF THE DELIVERY SYSTEM FOR ELIGIBLE INDIVIDUALS

The West Central Community School District will examine district Six-Year Performance Plan/Annual Progress Report data to determine priorities and develop an action plan. If the district meets ESSA requirements, 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.

West Central Community Schools District Developed Special Education Service Delivery Plan 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 that 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 Special Education Director).
 - The district assures the AEA Special Education Director that the delivery system is in compliance with the Iowa Administrative Rules of Special Education.
 - The district assures the school board that it has approved the service delivery plan for implementation.

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, middle, high). In addition, the district will examine their ESSA data to determine priorities and develop an action plan as needed. If the district meets ESSA 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.