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West Des Moines Community Schools Special Education Service Delivery Plan 2009-2014

*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*



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

Iowa Administrative Code Rule 41.408 (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.

On Monday, March 9, 2009, the West Des Moines Board of Education approved committee members to complete a Special Education Service Delivery Plan for West Des Moines Community Schools. In the state of Iowa, all districts are required to develop a plan by September 15, 2009. The approved Service Delivery Plan must be inserted into the Comprehensive School Improvement Plan (CSIP) by September 15, 2009.

Overview of steps in completing this Service Delivery Plan:

- Step 1:** The district school board approves the development of Service Delivery Plan and individuals on development committee.
- Step 2:** The committee develops the plan.
- Step 3:** The draft plan is available to district staff for review and comment.
- Step 4:** The plan is available for public comment.
- Step 5:** The AEA Special Education Director verifies plan compliance.
- Step 6:** The district school board approves the plan prior to adoption.
- Step 7:** The plan is included in the designated area of the CSIP.
- Step 8:** The plan is reviewed in connection with the 5 year accreditation cycle or earlier if required by determination given by the state.

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Committee Members

District Administrators

Brandon Pierce	Clive Elementary Principal
Shane Christensen	Indian Hills Junior High Principal
Kurt Subra	Chief Financial Officer
Angie Calhoun	Director of Special Education

Parents

Michelle O'Meara	Preschool Parent
Cindy Carr	Elementary Parent
Kendra Rowilson	Secondary Parent

Special Education Staff

Teresa Gallentine	Preschool Special Education Teacher
Misty Zahrt	Elementary Special Education Teacher
Sharman Blake	Elementary Special Education Teacher
Kathy Dawson	Elementary Special Education Teacher
Jill George	Secondary Special Education Teacher

General Education Staff

Tiffany Spick	Elementary Teacher
Tamara Tjerdsma	Elementary Teacher
John Bixler	Elementary Teacher
Leslie Nedved	Junior High Teacher

AEA 11 Representatives

Anita Westerhaus	Partnership Director
Meribeth Haynes	School Social Worker

How will service be organized and provided to eligible individuals ages 3-5?

Ages 3-5 Definitions

West Des Moines Community Schools will adhere to federal data regarding definitions of settings for preschools.

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

Early Childhood Special Education (ECSE) Program: More than 50 percent children with disabilities

Access to Continuum

West Des Moines Community Schools 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 (i.e. early childhood programs in the community).

West Des Moines Community Schools will examine the preschool services annually to determine the availability of regular early childhood programs within the district.

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Early Childhood Continuum

Regular Early Childhood Program:

- **Licensure:** Prekindergarten and Early Childhood Special Education
- **Teacher Responsibilities:** Provide general education and special education instruction
- **Student Population:** Less than 50% children with disabilities

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

- **Licensure:**
 - General Education Teacher-Early Childhood
 - Special Education (Consulting) Teacher- Early Childhood Special Education
- **Teacher Responsibilities:**
 - General Education Teacher-Classroom instruction and implementation of adaptations and accommodations as specified in the IEP
 - Special Education Teacher-Monitor the implementation of services described in each IEP and monitor students progress relative to goals in the IEP
- **Student Population:** Less than 50% children with disabilities

Co-taught Early Childhood Program:

- **Licensure:**
 - General Education Teacher-Prekindergarten
 - Special Education Teacher-Early Childhood Special Education
- **Teacher Responsibilities:** All aspects of classroom instruction are co-planned and co-taught
 - Special Education Teacher- monitor the implementation of services described in each IEP and monitor student progress relative to goals in the IEP
- **Student Population:** Less than 50% children with disabilities

Early Childhood Special Education Program:

- **Licensure:** Special Education Teacher-Early Childhood Special Education
- **Teacher Responsibilities:** Provide classroom instruction and modify general education curriculum to meet the needs of the students
- **Student Population:** More than 50% children with disabilities

The early childhood special education teacher is responsible for monitoring the implementation of services described in each IEP and monitoring student progress relative to goals in the IEP.

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 ages 3-5.

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How will caseloads of early childhood teachers be determined and regularly monitored?

Preschool Program Standards

West Des Moines Community Schools will provide a full continuum of placements by providing instructional services to eligible preschool children while adhering to the following program standards:

1. Iowa Quality Preschool Performance (QPPS);

The regular early childhood program and early childhood special education program will meet the criteria of the Preschool Program Standard being implemented regarding maximum class size and teacher-child ratios.

Caseload Determination

Iowa Quality Preschool Performance (QPPS)

(See caseload in QPPS Implementation Guide – Section III, Page 53)

**QUALITY PRESCHOOL PROGRAM STANDARD
RE: PROGRAM STANDARD 10 – LEADERSHIP**

TABLE 4 - Teacher¹ - Child Ratios Within Group Size

<i>Age Group</i>	<i>Group Size</i>									
	6	8	10	12	14	16	18	20	22	24
Infants (birth to 15 months) ²	1:3	1:4								
Toddler/Twos (12 to 36 months) ²										
12-28 months	1:3	1:4	1:4	1:4						
21-36 months		1:4	1:5	1:6						
Preschool ²										
2.5-year-olds to 3-year-olds (30-48 months)				1:6	1:7	1:8	1:9			
4-year-olds						1:8	1:9	1:10		
5-year-olds						1:8	1:9	1:10		
Kindergarten								1:10	1:11	1:12

Notes:

- In a mixed-age preschool class of 2.5-year-olds to 5-year-olds, no more than four children between the ages of 2.5 years and 3 years may be enrolled. The ratios within group size for the predominant age group apply. If infants or toddlers are in a mixed-age group, the ratio for the youngest child applies.
- Ratios are to be lower when one or more children in the group need additional adult assistance to fully participate in the program:
 - Because of ability, language fluency, developmental age or stage or other factors *or*
 - To meet the requirements of QPPS Verification.

- A *group or classroom* refers to the number of children who are assigned for most of the day to a teacher or a team of teaching staff and who occupy an individual classroom or well-defined space that prevents intermingling of children from different groups within a larger room or area.
- Group sizes as stated are ceilings, regardless of the number of staff.

¹ Includes teachers, assistant teachers/teacher aides.

² These age ranges purposefully overlap. Programs may identify the age group to be used for on-site assessment purposes for groups of children whose ages are included in multiple age groups.

³ Group sizes of 10 for this age group would require an additional adult.

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How will service be organized and provided to eligible individuals kindergarten through age 21?

Kindergarten – 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 skill needs of students in the general education classroom. These services may incorporate several different approaches: 1) One Teach, One Observe; 2) One Teacher, One Assist; 3) Station Teaching; 4) Parallel Teaching; 5) Alternative Teaching; and 6) Teaming.

Supplementary Services in the General Education Environment: Supplementary Services in the General Education Environment 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.

Supplementary Services in the Special Education Environment: Supplementary Services in the Special Education Environment 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 and supplement the instruction provided in the general education classroom through Consulting Teacher services or Collaborative/Co-teaching services. The specially designed instruction provided in these settings is in addition to the instruction provided in the general education classroom.

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Special Class Services: 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 kindergarten – age 21.

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

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.

In determining teacher caseloads, the West Des Moines Community School District will use the following values to assign points to the programs of each eligible individual receiving an instructional program in the district.

A teacher may be assigned a caseload within a range of 30-45 total points. 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 his or her student's IEPs.

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

Resolution Procedures

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

- 1) Teacher shall request and shall be granted a meeting with the building principal to discuss caseload. Such meetings shall be informal in nature and solution-focused. The principal shall 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 general education teacher, AEA 11 staff member(s), and others as designated.

*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 available resources and scheduling possibilities. Corrective action may include: realigning students, reviewing assignments of assistants, reorganizing teacher resources, or prioritizing collaboration efforts to improve the delivery of service to all special education students.

*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 may be during this time and a written response will be

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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 Superintendency for discussion. A written response will be issued to all parties involved.

Note: Under current rules-

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 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 FAPE in the LRE to the eligible individuals it serves.

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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?

State Performance Plan Targets and Service Delivery Plan Effectiveness

At least once per year, district administrators and staff will examine their special education district profile to review the district's data relative to progress indicators outlined in Iowa's State Performance Plan (SPP) for special education. District administrators will also examine the district's Annual Progress Report (APR) each year to review achievement data as it pertains to students with IEPs in the district. These data will be used to determine needs and priorities and to develop an action plan for special education instructional services when necessary.

If the district meets or exceeds APR 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 goals or SPP target goals, district staff will work in collaboration with AEA 11 staff to develop an action plan designed to promote progress toward these goals.

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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 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 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 this 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 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.

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Co-Teaching Addendum

The Iowa Department of Education advocates Marilyn Friend's co-teaching guidelines. Co-teaching involves two or more certified professionals who contract to share instructional responsibility for a single group of students primarily in a single classroom or workspace for specific content or objectives with mutual ownership, pooled resources and joint accountability. (Friend & Cook, 2000) There are six approaches to a co-teaching model: one teach, one observe; one teach, one assist; parallel teaching; station teaching; alternative teaching; and team teaching. Each of these approaches may be used in a co-teaching partnership and are most effective when the selection of approach is based on student characteristics and need, teacher characteristics and need, curriculum content and strategies, and pragmatic considerations. The following descriptions and percentages serve as a guide in the amount of time spent in each approach.

5% One Teach, One Observe. One of the advantages in co-teaching is that more detailed observation of students engaged in the learning process can occur. With this approach, for example, co-teachers can decide in advance what types of specific observational information to gather during instruction and can agree on a system for gathering the data. Afterward, the teachers should analyze the information together.

5% One Teach, One Assist. In a second approach to co-teaching, one person would keep primary responsibility for teaching while the other professional circulated through the room providing unobtrusive assistance to students as needed.

20% Parallel Teaching. On occasion, student learning would be greatly facilitated if they just had more supervision by the teacher or more opportunity to respond. In parallel teaching, the teachers are both covering the same information, but they divide the class into two groups and teach simultaneously.

30% Station Teaching. In this co-teaching approach, teachers divide content and students. Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group. If appropriate, a third station could give students an opportunity to work independently.

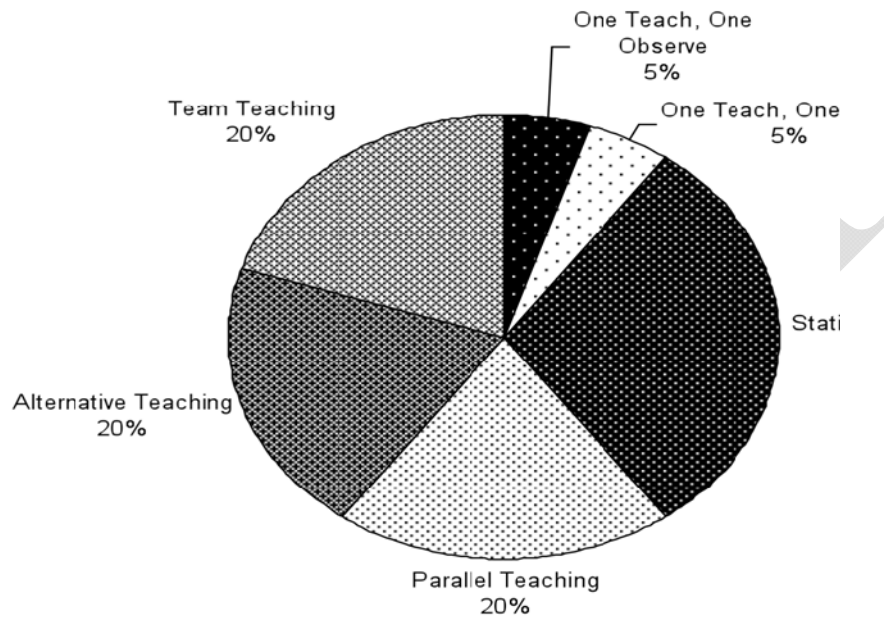
20% Alternative Teaching. In most class groups, occasions arise in which several students need specialized attention. In alternative teaching, one teacher takes responsibility for the large group while the other works with a smaller group.

20% Team Teaching. In team teaching, both teachers are delivering the same instruction at the same time. Some teachers refer to this as having one brain in two bodies. Others call it tag team teaching. Most co-teachers consider this approach the most complex but satisfying way to co-teach, but the approach that is most dependent on teachers' styles.

100% Co-Teaching Partnership

Co-Teaching Partnership

Marilyn Friend & Lynne Cook



Co-teaching Connection

<http://www.marilynfriend.com/>

Iowa Department of Education Animated Co-Teaching Models:
http://www.avsgroup.com/portfolio/motiongraphics/AS_CSR2.asp

Power of Two:
<http://www.powerof2.org/>

Power of 2 Videotape and Guide by Marilyn Friend
How to Co-Teach to Meet Diverse Student Needs Videotape

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