



West Des Moines Community Schools Special Education Service Delivery Plan 2014-2020

*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*





Table of Contents

What process was used to develop the delivery system for eligible individuals?2

How will services be organized and provided to eligible individuals ages 3-5?4

How will the caseloads of early childhood teachers be determined and regularly monitored?7

How will services be organized and provided to eligible individuals kindergarten–age 21?10

How will caseloads of special education teachers be determined and regularly monitored?11

What procedures will a special education teacher use to resolve caseload concerns?14

How will the delivery system for eligible individuals meet the target identified in the state’s performance plan and the LEA determination as assigned by the state?16

What process will be used to evaluate the effectiveness of the delivery system for eligible individuals?16

Assurances.....17

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 as required by the state of Iowa.

On Monday, August 11, 2014, the West Des Moines Board of Education will be asked to approve the Special Education Service Delivery Plan for West Des Moines Community Schools. The district is required to update its plan by September 15, 2014. The approved Service Delivery Plan must be inserted into the Comprehensive School Improvement Plan (CSIP) by September 15, 2014. The plan will also be available on the district website.

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.

•
•
•
•
•
•
•

Committee Members

District Administrators

John Villotti	Crestview Elementary Principal
Eric Boyle	Stilwell Junior High Assistant Principal
Mitch Kuhnert	Valley Southwoods Freshman High School Principal
Kim Davis	Walnut Creek Alternative High School Principal
Rob Boley	Valley High School Assistant Principal
Kerry Ketcham	Director of Special Education

Parents

Erin Dodd-McConnell	Elementary Parent
Diane Drey	Elementary Parent
Barb Johnson	Secondary Parent

Special Education Staff

Jeanne Feldt	Preschool Special Education Teacher
Misty Zahrt	Elementary Special Education Teacher
Julie Fitzgerald	Elementary Special Education Teacher
Katie Hoover	Elementary Special Education Teacher
Jill Kluesner	Elementary Special Education Teacher
Meredith Weis	Elementary Special Education Teacher
Jill George	Secondary Special Education Teacher
Kathy Jacobson	Secondary Special Education Teacher
Tammy Zenti	Secondary Special Education Teacher
Thad Loeb	Secondary Special Education Teacher
Bekka Maass	Secondary Special Education Teacher

General Education Staff

Nick Hoover	Elementary Teacher
Cameron Gale	High School Teacher

AEA 11 Representatives

Michelle Poock	AEA Consultant
Jerry Gruba	AEA Regional Director

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: Fewer than 50 percent children with disabilities

Early Childhood Special Education (ECSE) Program: 50 percent or more children with disabilities

Access to Continuum

West Des Moines Community Schools will provide access to this continuum for all eligible individuals based on their Individualized Education Plan (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.

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. Not all of these settings will necessarily be available all the time. 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 and/or agencies.

The continuum includes services for eligible individuals ages 3-5.

⋮

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 Iowa Quality Preschool Program Standards (IQPPS) being implemented regarding maximum class size.

Caseload Determination

Iowa Quality Preschool Performance (QPPS)

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 QPPS Implementation Guide – Section III, Page 53 cited on the next page for ratios.)

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.*

© Copyright 2005 National Association for the Education of Young Children. All rights reserved.

Iowa Quality Preschool Program Standards Adapted from NAEYC Standards; July, 2007 Section III - 53

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

Kindergarten – Age 21

Supplementary Support- (core) The student receives specially designed instruction from a certified general education teacher under the direction of the special education teacher. Services provided could be delivered through joint planning, collaborative instruction and/or direct instruction served primarily within the general education setting.

Targeted Support- (core + more) Students receive core instruction in general education and additional targeted instruction. The student receives specially designed instruction from a certified special education teacher and/or supports under the direction of this teacher. Services provided could be delivered through joint planning, collaborative instruction, co-teaching and/or direct instruction provided in a general education setting and/or special education setting.

Concentrated Support- (modified core + more) Students receive modified core instruction and additional concentrated support. The student receives specially designed instruction from a certified special education teacher and/or supports under the direction of this teacher. Service provided could be delivered through joint planning, collaborative instruction, co-teaching and/or direct instruction provided in the general education setting and/or special education setting.

Intensive Support- (alternate core) The student receives specially designed instruction from a certified special education teacher and/or supports under the direction of this teacher. Services provided are tied to the general education curriculum, but have 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.

⋮

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 support program of each eligible individual receiving an instruction in the district.

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

Strategist 1 elementary 140-190

Strategist 2 elementary 150-200

Strategist 1 secondary 170-220

Strategist 2 secondary 190-240

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.

Caseload Determination Worksheet

1. Total from all Student Need Determination Worksheets _____
 2. Number of students on the roster who will have a re-evaluation this school year? _____
 3. For how many students will you be planning and supervising transition, vocations, or work experience? (secondary only) _____
 4. On a regular (weekly) basis, with how many professionals do you... (documented on the F page)
 - a. Consult (15+ min/wk) _____
 - b. Collaborate x2 _____
 - c. Co-teach x3 _____
 5. How many unique stand-alone classes do you teach per schedule rotation? (secondary) _____
For how many pull-out groups do you plan? (elementary) _____
 6. How many students are on Iowa Alternative Assessment? _____
 7. How many students have **one or more** of the following support services: speech, OT, PT, assistive technology, hearing itinerant, vision itinerant? _____
 8. Of those students counted in #7 above, how many have **three or more** of the support services? _____
 9. For how many students do you currently have to fill out Medicaid billing paperwork? _____
 10. How many students on your roster are dependent upon an adult for their physical needs? (intensive support level only) _____
 11. For how many general education students are you providing services? (preschool only) _____
- TOTAL** _____

Teacher signature _____ Administrator signature _____

AEA signature _____ Date _____

Student Need Determination Worksheet

Student Name: _____

Points	Reading	Writing	Social Studies	Math	Science	Behavior Goal or BIP	Functional Life Skills	SDI	Adult Support	Assistive Technology
0	Core instruction only	No support beyond general education interventions	Core instruction only	Only in general education setting	Student requires little or no support for academics	Student requires no AT beyond what is offered to all students				
1	Supplementary or targeted instruction and/or supports (Core + More)	Supplementary or targeted instruction and/or supports (Core + More)	Supplementary or targeted instruction and/or supports (Core + More)	Supplementary or targeted instruction and/or supports (Core + More)	Supplementary or targeted instruction and/or supports (Core + More)	Supports include page B indication that behavior is a concern or interventions prior to FBA	Supplementary or targeted instruction and/or supports	Additional SDI in special education setting 1-20% of the day	Student requires additional support from an additional adult for academics in some general education settings	Student requires low tech solutions or situational use of technology to be successful (i.e. noise buffering, colored paper, reduced print on page, audiobooks, larger print)
2	Concentrated instruction and/or supports (Modified core + more)	Concentrated instruction and/or supports (Modified core + more)	Concentrated instruction and/or supports (Modified core + more)	Concentrated instruction and/or supports (Modified core + more)	Concentrated instruction and/or support (Modified core + more)	Supports include all of the above and an FBA/BIP or a behavior goal	Concentrated instruction and/or supports	Additional SDI in special education setting 21-75% of the day	Student may require support from an additional adult for safety, health, and/or academics in general education setting or a shared assistant	Student requires the use of some assistive device for all or part of the school day (i.e. iPad/laptop, Clicker 6, Kurzweil, Dragon)
3	Intensive instruction and/or supports (Alternate core)	Supports include all of the above and safety plan, Chapter 103 documentation, or behavior support from a specialist	Intensive instruction and/or supports	Additional SDI in special education setting 76-100% of the day	Student requires 1:1 assistant/nurse support for safety, health, and/or academics in all settings	Student requires the use of some assistive device for all of the school day to access all curriculum (i.e. hearing assistance, PECS book/ communication device, Unique Learning)				
Total										
	Total from Matrix									
	Number of Goals									
	Overall Total									

***All services marked must be indicated on the IEP

Goals areas:

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 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 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 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 (Local Education Agency: the school district or building) 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.

.....

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.