

# **Washington Community School District**

## **Special Education Services Delivery Plan**

Reviewed by committee  
February, 2020

Board Approval  
March 11, 2020

<b>Committee Member</b>	<b>Role</b>	<b>Committee Member</b>	<b>Role</b>
Tina Hoffman	Grant Wood Regional Administrator	Amanda Corso	Middle School Special Education
Samantha Brinning	WCSD Special Education Director	Tanner Wenger	Lincoln Special Education
Veta Thode	WCSD Curriculum Director	Beth Payne	Stewart Special Education
Curt Mayer	Middle School Principal	Samantha Batterson	Preschool Special Education
Mikaela Peterson	Parent	Peg Litchfield	Stewart General Education
Amanda Riegel	Parent	Karie Buss	High School General Education
Sheila Evans	High School Special Education		

<b>Date</b>	<b>Activity</b>
January 21, 2020	Development team is created
February 5, 2020	Development team creates plan
February 21, 2020	Plan posted for public comment
February 21, 2020	Plan goes to AEA Special Education Director for compliance verification
March 11, 2020	School board approves final DDSDP
March 2020	Plan is entered into the C-Plan

## **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 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 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.

**Question 1: What was the process used to develop the delivery system for eligible individuals?**

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. The board gave final approval of this plan at the March 11, 2020 Board meeting.

## **Question 2: How will services be organized and provided to eligible individuals?**

### Continuum of Services

**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 special 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 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. The effectiveness of services provided through co-teaching have a strong research base.

**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 in accessing the general education curriculum. These services 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 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. Pull-out 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 pull-out does not supplant the instruction provided in the general education classroom.

**Special Class / Reverse Consultation:** 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 special class may be defined as “reverse consultation”. In “reverse consultation” the special education teacher/service provider is responsible for providing the instruction to meet general education content and curriculum in the special education classroom under the direct guidance and consultation of a highly qualified general education teacher. This means the student is receiving his or her primary instruction separate from non-disabled peers.

**Early Childhood Special Education:** The Washington Community School District has instructional services and placements for preschool children in a regular early childhood program. Children are served in the regular early childhood classroom by a teacher who holds a valid practitioner's license that includes pre-kindergarten and early childhood special education. The early childhood classrooms are integrated programs including both general and special education students. The teacher is responsible for direct instruction, consultation with other district preschool staff, preparation of materials, adaptation and accommodations in implementing the IEPs of identified children. The Washington School District's regular early childhood program will implement the criteria of the Iowa Quality Preschool Program Standards.

**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 3-21.

**Question 3: How will caseloads of special education teachers be determined and regularly monitored? (chart format)**

	<b>Curriculum</b>	<b>IEP Goals</b>	<b>Specially Designed Instruction</b>	<b>Joint Planning and Consultation</b>	<b>Para Support</b>	<b>FBA/BIP</b>	<b>Assistive Technology and Communication</b>	<b>Transition Planning</b>
<b>Zero points</b>	Student is functioning in the general education curriculum at a level similar to peers	Student has IEP goals instructed by another teacher or service provider	Student requires no specially designed instruction	Joint planning typical for what is provided for all students	Individual support needed similar to peers	Student requires no FBA or BIP	Assistive technology use is similar to peers.	Core instruction meets transitional needs.
<b>One point</b>	Student requires limited modifications to the general curriculum	Student has 1 - 2 IEP goals	25% or less of instruction is specially designed and/or developed by special education personnel	Special education teachers conduct individualized joint planning with one-two of the following job categories: general education teachers, paras, nurse, counselors or GWAEA staff members over the course of each month.	Additional individual adult support is needed for 25% or less of the school day	Requires limited time assessment, planning, data collection and communication with others (not more than 2 hours per month)	AT/AEM requires limited teacher-provided individualization or training for the student.	Student has instruction and goals in the area of working or living and can be provided in the school setting or organized and monitored by an outside organization.
<b>Two points</b>	Student requires significant modifications to the general curriculum	Student has 3 IEP goals	26-75% of instruction is specially designed or delivered by special education personnel	Special education teachers conduct individualized joint planning with three of the following job categories: general education teachers, paras, counselors, nurse or GWAEA staff members over the course of each month.	Additional individual adult support is needed from 26% to 75% of the school day.	Requires 2 to 4 hours monthly for assessing, planning, data collection and communication with others	AT/AEM requires extensive teacher-provided individualization or training for the student.	Student has instruction and goals in the area of working and living and can be provided in the school setting or organized and monitored by an outside organization.
<b>Three points</b>	Significant adaptation to grade level curriculum requires specialized instructional strategies through reverse consultation supports. Alternate assessment is used to measure progress.	Student has 4 or more IEP goals	76-100% of instruction is specially designed or delivered by special education personnel	Special education teachers conduct individualized joint planning with four or more of the following job categories: general education teachers, paras, counselors, nurse or GWAEA staff members over the course of each month.	Additional individual adult support is needed from 76% to 100% of the school day	Requires more than 4 hours for assessing, planning, data collection and communication with others	Student requires AAC communication devices that require significant maintenance or upgrades are anticipated.	Student has instruction and goals in the areas of working and living and their needs require weekly or biweekly community activities and experiences organized and monitored by the special education teaching.

**Considerations:**

\_\_\_ Travel Time: travel between 2 buildings (.5 point), travel between 3 buildings (1 point)

\_\_\_ Other (as approved by SpEd Director): \_\_\_\_\_ (sped director initials\_\_\_)

- i.e. age spans, limited access to students

Teacher: _____  Date Reviewed: _____
--

**Question 3: How will caseloads of special education teachers be determined and regularly monitored? (text format)**

**Caseload Determination**

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 special education teachers with their building principal and/or special education director.

In determining special education teacher caseloads, the Washington Community School District will use the values defined in the above caseload rubric to assign points to the programs of each eligible individual receiving an instructional program in the district.

A teacher may be assigned a range of 90-100 total points.

**Early Childhood Special Education:**

The Washington Community School District's regular early childhood program will implement the criteria of the selected program standards regarding maximum class size and teacher-child ratios.



## Question 4: What procedures will a special education teacher use to resolve caseload concerns?

### Resolving Caseload Concerns

Caseloads will be reviewed at least twice per year by individual LEA special education teachers with their building principals and/or special education director. In addition to scheduled reviews, caseload will also be reviewed under the following circumstances:

- When a specific caseload is exceeded. If the caseload limit is or will be exceeded by 10% for a period of 6 weeks, then a review may be requested in writing.
- When a teacher has a concern about his or her ability to effectively perform the essential functions of his or her job due to caseload.

#### REQUESTING A CASELOAD REVIEW:

- All requests must be made in writing
- Requests should initially be given to an individual's principal
- A committee will be appointed annually to serve as a review team in collaboration with the building principal/supervisor. Review committee members will consist of at least the special education teacher(s), district Special Education Director and Principal.
- The person requesting the review is responsible for gathering relevant information to support their request. This information might include:
  - IEPs
  - Schedule and instructional groupings
  - Collaborative/co-teaching assignments
  - Number of buildings

#### PROCEDURAL STEPS:

1. Informal problem solving strategies in relation to caseload concerns have been exhausted.
2. A written request for caseload review is submitted to your principal.
3. The request is reviewed for clarification with your principal. The principal tries to resolve the concern at this point.
4. If the caseload concerns cannot be satisfactorily resolved, the request is then sent to the caseload committee.
5. Within 15 working days, the caseload committee will review the request and give a written recommendation to the individual's principal.
6. If a teacher still has concerns, they may request a joint review that includes the Superintendent, Special Education Director, GWAEA Regional Administrator and the teacher.
7. If a decision cannot be reached, the GWAEA director of Special Education and Superintendent will be responsible for a final decision.

**Question 5: 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?**

The district will examine their State Performance Plan (SPP)/Annual Progress Report (APR) data to determine the priorities and develop an action plan. If the district meets SPP/APR 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.