



# West Liberty School District Service Delivery Plan

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# **Question 1: What process was used to develop the Special Education Service Delivery Plan for Eligible Individuals?**

The delivery system was developed in accordance with Iowa Administrative Code rule 41.408(2)"c".

The Committee met on the following dates to review and revise the Service Delivery Plan:

- April 20th, 2023
- April 24th, 2023
- May 10th, 2023
- May 11, 2023
- May 22, 2023

Members included in the committee are as follows:

**Parent:**

Kayla Morrison - Elementary Parent

**Special Education Teachers:**

Stephanie McKillip - Early Learning Center

Michele Knowles- Elementary

Darci Watts- Middle School

Brittney Boffelli- High School

**General Education Teachers:**

Shannon Schneider- Early Childhood (PK-2)

Kristen Evans - Upper Elementary (3-6)

Tonya Gingerich - Secondary (7-12)

**Administrators:**

Brenda Arthur-Miller - HS Principal & Director of ESL and Dual Language Programs

Dawn Kruse - Assist Elementary/ELC Principal & PK-12 Special Education Director

**AEA Representative:**

Kayla Werner - Social Worker

Lorry Wilson - Support Administrator

**Public Comment Period:**

August 2023

**School Board Action Dates:**

September 2023

**Plan Implementation:**

2023-2024 School Year

Updated May 2023

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

### **Access to the Continuum:**

West Liberty CSD will provide access to this continuum for all eligible individuals based on their IEPs. Services will be provided within the district. WLCSD will examine services on an annual basis to determine the availability of regular early childhood programs within the district.

### **Early Childhood Continuum:**

WLCSD will adhere to federal data regarding definitions for preschools

**Regular Early Childhood Program:** Less than 50% of children with disabilities.

**Early Childhood Special Education (ECSE) Program:** More than 50% of 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 implementation of services described in each IEP and monitor student progress relative to goals in the IEP.

### **Regular Early Childhood Program Taught by a Teacher with Dual Licensure:**

- Licensure
  - Prekindergarten and Early Childhood Special Education
- Teacher Responsibilities
  - Provide general education and special education instruction

### **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- monitors implementation of services described in IEPs

### **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 students
- Student Population:
  - More than 50% children with disabilities

**NOTES:** Students may receive different services at multiple points along the continuum based on the IEP. Based on IEP Team decisions, students may receive Early Childhood services at different points along the continuum. Services may be provided with the district or through contractual agreement with other districts and/or agencies.

### **Kindergarten through Age 21 Services:**

- **Consulting services**
  - Indirect services provided by a certified special education teacher to a general education teacher. Direct services are provided via the general education teacher within a general education setting
  - **Special Education Duties:**
    - Monitoring student's progress according to the IEP
    - Providing strategies for teaching or adjusting teaching to meet students' needs
    - Sharing accommodations and providing modifications (should be minimal) needed within the IEP
    - Providing support services through consultation
  - **General Education Duties**
    - Direct Instruction
    - Testing
    - Grading
    - Behavioral Management
  - **Goal:** To assist the general education teacher in adjusting the learning environment or instructional methods using specially designed strategies to meet the individual needs of eligible students receiving instruction within the general education setting.
- **Co-Teaching Services**
  - Services provided by the special education teacher and general education teacher in partnership to meet the content and skill needs of individuals with or without disabilities within general education classrooms
  - **Special Education Duties:**
    - Monitoring the students' progress according to the IEP
    - Ensuring IEP accommodations are implemented
      - As needed for participation and progression through the general education curriculum

- Co-planning and co-teaching the class within whole group, partial groups or small group instruction
  - Determine grades in collaboration with general education teacher
- **General Education Duties**
  - Ensuring IEP is implemented
  - Differentiating instruction to meet all learners needs
  - Co-planning and co-teaching the class within whole group, partial group and small group instruction
  - Determining grades in collaboration with special education teacher
- **Goal:** Assure students receive high quality instruction in content areas based on the Iowa CORE while meeting the specific needs of the individual student
- **Collaborative Services:**
  - Direct specially designed instructional settings where the general education core content endorsed teacher provides content instruction and the special education teacher provides strategy and skill instruction to students with IEPs within general education settings.
  - **Special Education Duties:**
    - Consults with general education teacher to help students apply skills in general education settings
    - Monitors goal progress
    - Adjusts learning environment
    - Adapts curriculum
    - Utilizes positive behavioral supports and interventions
    - Implements accommodations needed for individual students
    - Determines grades in collaboration with the general education teacher
    - Collaborates with the general education teacher, support service providers and/or trained paraprofessionals within the collaborative classroom setting
  - **General Education Duties:**
    - Provides content instruction
    - Collaborates with special education teacher regarding supports needed
    - Determines grades in collaboration with the special education teacher
  - **Goal:** Provide services where the special education teacher may flexibly meet the needs of students with IEPs without co-teaching in multiple classrooms. The special education teacher, support service provider, or trained paraprofessional may be in the general education classroom as needed to provide instruction or other assistance to a student or a group of students.
- **Instructional Support Services/Pull-Out Services:**
  - Direct specially designed instructional services provided to an individual student or group of students with disabilities by a licensed special education teacher within a special education classroom.
  - **Special Education Duties:**
    - Supplement CORE instruction with direct specially designed instruction individualized to student need

- Monitor student's goal progress
  - Collaboratively determine IEP student grades
- **General Education Duties:**
  - Provide CORE content instruction
  - Collaboratively determine student with IEPs grades
  - Collaborate on CORE curriculum content with special education teacher and students progression
- **Goal:** To allow special education students access to CORE curricular content, while also providing specialized instruction to help students access and progress through the general education curriculum.
- **Special Class Services:**
  - Direct specially designed instructional services provided to a student or group of students with disabilities by a licensed special education teacher within a special education classroom.
  - Special Education Duties:
    - Provide instruction aligned to the Iowa CORE Essential Elements to meet the unique needs of the student(s) in a self-contained setting
    - Monitor student progress
    - Grade student performance
    - Consult with general education teachers regarding CORE curriculum content
  - **General Education Duties:**
    - Consult with the special education teachers regarding CORE curriculum content
  - **Goal:** To provide modified instruction that aligns with Iowa CORE Standards and Benchmarks/Essential Elements, designed to meet the unique needs of the student. This modified instruction allows the student to progress toward/meet grade level and/or graduation requirements.

**NOTES:** Students may receive different services at multiple points along the continuum based on the IEP and need. (For example, a student could have co-taught math but pull-out English OR a student may receive consulting teaching services for math but co-taught services for reading.)

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. Further, the school district must provide the full continuum but has the responsibility to determine at which attendance centers the various services will be offered.

The continuum includes services for eligible individuals kindergarten through age 21.

### **Question 3: How will caseloads of special education teachers be determined and regularly monitored?**

Caseloads will be tentatively set in the spring for the following year. Caseloads may be modified over the summer based on student registration and fall enrollment. Caseloads will be monitored four times a year by special education teachers and turned into building principals and/or District Special Education Director on the following dates:

- Beginning of the School Year
- By October 30th
- By March 15th (prior to Spring Break)
- By May 31st

In determining caseloads, teachers will use the matrix found on page 11. Caseloads may be assigned up to 115 points on the matrix. Services must be documented within the IEP and only be counted for the teacher on the roster when determining a point value on the matrix. This caseload should not exceed more than 10% above 115 points and in doing so does not prevent the Special Education Teacher from providing the appropriate services to each individual student. Staff should refer to question 4 for the process to resolve any caseload concerns.

### **Question 4: 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. Special Education teacher and building principal work together to informally solve the caseload concern

**In the event that a solution between teacher and principal cannot be reached:**

1. A written request (email or letter) is submitted to the building principal for a caseload review
2. The request is then sent to the Caseload Assistance Committee (CAC).
  - a. The committee shall consist of a special education teacher from each building, a building administrator, AEA representative and/or the district special education director.
3. The CAC will meet within 5 days of receiving the written request
4. The CAC will provide a written recommendation no more than 5 days after meeting
  - a. Every attempt will be made to provide the recommendation promptly after meeting
5. Upon receipt of the committee's recommendation, the principal will review the information and discuss it with the individual as promptly as possible



6. After a meeting to review the CAC's recommendation, the individual accepts the solution or appeals in writing (within 5 days) to the Superintendent of Schools who will respond in writing within 10 working days.
  - a. All information must accompany the appeal to superintendent, including relevant data and CAC's recommendation

**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 West Liberty School District will examine their State Performance Plan and Annual Progress Report data annually, to determine priorities and to consider development of an action plan. West Liberty CSD will work in collaboration with the state and AEA. If the District meets the State Performance Plan and Annual Progress Report requirements, the Special Education Service Delivery Plan will be considered effective. If WLCSD does not meet requirements, the District will develop an action plan to address any areas of concern.

## **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:

- 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.
- 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.
- 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.
- 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 plan 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.

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.

## Appendix A: Caseload Matrix

	Curriculum	IEP Goals	Specially Designed Instruction	Joint Planning Consultation and Collaboration	Paraprofessional Support	Assistive Technology (Low or High Tech)	Behavior Intervention Plans (BIP)	Other Services (Medicaid, Speech, OT, PT, CBT/ASD, hearing/vision, Itinerant, health plan, specialized transportation)
0 Points	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 occurs that is typically provided to all students	Individual support needed is similar to that of average peers	Assistive Technology is similar to peers	Student does not require a Behavior Intervention Plan	Student requires support services that are provided to all general education students
1 Point	Student requires accommodations to the general education curriculum.	Student has 1-2 IEP goals monitored/supported by special education teacher	60 min or less per day of specially designed instruction by special education personnel	Joint planning between special education teachers and other personnel is designated as Support for School Personnel consultation and collaboration occurs on a monthly basis	Additional individual support from an adult is needed for 25% (100 min) or less of the school day.	Assistive technology requires limited teacher-provided individualization and/or training for the student	Student requires a BIP along with check-ins/check-outs documented on page F of the IEP	Student requires 1 additional service
2 Points	Student requires both accommodations and/or modifications to the general education curriculum.	Student has 3 IEP goals or goals in more than one area monitored/supported by special education teacher	61-121 min per day of specially designed instruction delivered by special education personnel	Joint planning between special education teachers and other personnel is designated as Support for School Personnel consultation and collaboration occurs on a weekly basis	Additional individual support from an adult is needed for 26% (101 min) to 75% (300 min) of the school day.	Assistive technology requires extensive teacher-provided individualization and/or training for the student	Student requires a BIP with fidelity checks and data collection in addition to goal monitoring (at least 3 times per year)	Student requires 2-3 additional services
3 Points	Student requires significant modifications and adaptations to the general education curriculum. Student is on IAA, ELAA and/or Alt ELPA	Student has 4 or more IEP goals or goals in more than one area monitored/supported by special education teacher	122 or more minutes of specially designed instruction per day and is delivered by the special education personnel	Joint planning between special education teachers and other personnel is designated as Support for School Personnel consultation and collaboration occurs daily	Additional individual support from an adult is needed for 76% (301 min) to 100% (420 min) of the school day.	Assistive tech requires extensive teacher-provided individualization and/or training for the student-Significant maintenance and/or upgrades for continued effective use are anticipated	Student requires a BIP with a safety plan that includes using CPI de-escalation strategies	Student requires 4 or more additional services

