

Public Comment Draft

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

The West Harrison Community School District, together with parents and representatives from the Green Hills AEA, collaborated to create a special education service delivery plan that fosters inclusion and a sense of belonging for all students. Committee members included our administrators, special education teachers, general education teachers, AEA representatives, and parents. The plan was developed in accordance with Iowa codes.

2. How will services be organized and provided to eligible individuals?

In accordance with state policy, the West Harrison Community School District (WHCSD) bases the Least Restrictive Environment on the presumption that the general education classroom should be the initial placement for educating students with disabilities. The focus of the continuum outlined below is to provide students with disabilities the maximum interaction with students who do not have identified disabilities, the appropriate education, and supports and services needed for success in the general education classroom. Supplementary aids and services provided by WHCSD should enable students with disabilities to be educated with students without disabilities to the maximum extent appropriate. However, WHCSD's continuum of services reflects placements outside the general education environment as well. It is important to note that in accordance with state policy, students with disabilities should only be removed from the general education classroom when data indicates his/her needs cannot be satisfactorily met with supplementary aids and services. Parent communication, engagement, and collaboration are essential to this process. Any decisions and/or changes to how special education services will be organized and provided for an individual student should be made by the student's Individualized Education Program (IEP) team, including the parents/guardian.

Early Childhood Special Education with Regular Early Childhood Program:

WHCSD offers an Early Childhood Special Education (ECSE) program and a regular Early Childhood program that meets the Iowa Quality Preschool Program standards. Children with IEP's will have access to the regular education classroom with at least 50% typically developing peers. They may also be offered a continuum of services that can take place both within the regular education classroom or in the special education classroom. These services, such as

designing and delivering special instruction or monitoring IEP goals, may be provided by a teacher with an ECSE endorsement or a teacher with a dual endorsement that includes both Pre-Kindergarten and ECSE.

General Education with Consultation Services:

The student is served in the general education classroom with consultation and support provided by the special education teacher. Consulting Teacher Services are defined as indirect services provided by a certified special education teacher to a general education teacher. The services rendered are defined below. The general education teacher is responsible for direct instruction, testing, grading and behavioral management as specified in the IEP. The special education teacher support may include assisting the general education teacher with the design and preparation of materials, inclusive teaching practices and arrangements, adaptations, modifications, and accommodations. The special education teacher is responsible for monitoring the student's progress on IEP goals.

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 student(s) in accessing the general education curriculum. These services are provided simultaneously with the general education content area instruction.

Out of Class/ Pull-Out Services:

Out of class/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 or an appropriate environment for the student that cannot otherwise be provided during the student's regular instruction time and/or environment. These services are provided in an individual or small group setting for a portion of the day. Specially designed services supplement the instruction provided in the general education classroom through Consulting Teacher services or Collaborative. The specially designed instruction provided in the special education classroom does not supplant the instruction provided in the general education classroom.

Extended Learning Program:

For a small number of students with significant cognitive disabilities, a significant amount of their instruction reflects the Iowa Core Essential Elements, which provide access to the general education curriculum at a level that is less cognitively complex. These services are defined as direct specially designed instruction provided to an individual student with a disability or group of students with disabilities by a certified special education teacher providing instruction, which is tied to the general education curriculum, but has been modified to meet the unique needs of the student(s). This means the student(s) may receive much of their instruction separate from non-disabled peers.

Notes for Clarification:

- Students may receive different services at multiple points along the continuum based on their IEP's.
- The district will provide access to this continuum for all eligible individuals based on their IEP's. 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. If the student turns 21 during the school year they may finish out the school year.

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 based on summer registration and actual fall enrollments. Caseloads will be reviewed two times during the school year by individual district special education teachers, the special education AEA representative, and the building principal.

In determining teacher caseloads, the West Harrison Community School District will use the following rubric (see attachment rubric) to assign points to the programs of each eligible individual receiving an instruction program in the district.

A teacher may be assigned a caseload with no more than 115 total points. This caseload limit may be exceeded by no more than 10% for a period of no more than six weeks, if doing so does not prevent the affected teacher's ability to provide the service and supports specified in his or her student's IEP's. If the teacher is not satisfied that the plan of action will meet the requirements of his or her students' IEP's, the teacher may initiate the process for resolving caseload concerns that are described in this plan. Each teacher will complete a matrix on each individual student.

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

A scheduled review of teacher caseloads may be conducted by the building principal as follows:

1. At the beginning of the school year.
2. At the end of the school year.

Upon review, if there appears to be an overload, the teacher may request and the principal will arrange a Caseload Review meeting. The Review team will consist of three members including any of the following participants: the teacher, AEA representative, and a building administrator. This team will make recommendations regarding a need for adjustments to a teacher's schedule or roster. At any time, a teacher may request a caseload review by submitting, in writing, the request to the building principal. The building principal must convene the above mentioned team within 5 school days. A resolution and written decision must be made available to the teacher

within 5 school days after this meeting is held. Teachers will be responsible for updating and maintaining students' individual caseload rubrics.

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?

West Harrison School District will need to determine if our service delivery system is effective. We will need to determine if it is improving educational outcomes for eligible individuals. To do this, we will review individual student progress on IEP goals on a regular and ongoing basis in collaboration with students, families, educators, and administrators. Grade level teams, including special education and general education teachers, will also discuss on a regular basis, the performance of students with disabilities. At a district level, the district leadership team will review IEP data on an annual basis. Subgroup achievement, growth, and the achievement gap will be included as items for discussion and planning. If the service delivery system is not effective, we will collaborate with the Green Hills AEA to revise our plan as needed.

6. Date the District Developed Service Delivery Plan was adopted by your Board:

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 the school board has approved the development of the plan for creating a system for delivering specially designed instructional services.
- The district assures 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.