

# **North Iowa Community School District Developed Service Delivery Plan**

March 2018

### **Process Used to Develop the Delivery System for Eligible Individuals**

The North Iowa District School Board selected a committee to develop the DDSDP (District Developed Service Delivery Plan) on October 16, 2017. 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 committee reviewed, developed and concluded work on the DDSDP from October 2017- December 2017. January 2018, the DDSDP was reviewed and verified by the Central Rivers AEA Director of Special Education .

The North Iowa District Developed Services Delivery Plan was approved by the North Iowa School Board March 19, 2018.

The DDSDP is reviewed in connection with the five-year accreditation cycle or earlier if required by a determination given by the state.

### **Non-Discrimination Policy**

It is the policy of the North Iowa Community School District not to illegally discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity, and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy, please contact the district's Superintendent at 111 3<sup>rd</sup> Ave NW, Buffalo Center, Iowa, 641-562-2525

## **District Developed Service Delivery Plan Development Group**

The committee members wrote the plan with our mission statement in mind “Linking Students with Success.”

The committee members were:

Cory Myer-Superintendent/Pre-school Principal

Keri Bergeson- 7-12 Principal

Jill Schutjer-Curriculum Coordinator/K-6 Principal

Robin Kettwick-High School Special Ed. Teacher

Jerad Grunzke- High School General Ed./Special Ed. Teacher

Sara Hamilton-High/Middle School General Ed./Middle School Special Ed. Teacher

Brittney Christianson- Middle School General/Special Ed. Teacher

Janet Jutting- Elementary Special Ed. Teacher

Lisa Oldenkamp- Preschool/Elementary Special Ed. Teacher

Teresa Schmitt– High School General Ed. Teacher

Ashley Berkland– Elementary General Ed. Teacher

Illa Roth– Parent

Darci Roeder– Parent

Rachelle Gruis-Parent

Rebecca Martinson- Team Representative Central Rivers AEA

Amy Pearson- Team Representative Central Rivers AEA

Dr. Beverly Plagge- Central Rivers Regional Administrator

## **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 21 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 Central Rivers AEA team representative (selected by the Central Rivers AEA Regional Administrator).

The district assures the Central Rivers AEA Regional Administrator 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.

## How will the Service be Organized and provided to eligible individuals?

### EARLY CHILDHOOD

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

Services are defined as occurring in the general education classroom utilizing QPPS (Quality Preschool Program Standards). The classroom teacher holds a license for pre-kindergarten. The general education teacher is responsible for classroom instruction and implementation of adaptations and accommodations as specified in the IEP. The licensed Early Childhood Special Education staff is responsible for monitoring the implementation of services described in each IEP and monitoring student progress relative to goals in the IEP.

#### **Early Childhood Special Education (ECSE) Services:**

Services for the early childhood special education program are defined as direct specially designed instruction provided to students with disabilities by a licensed early childhood special education teacher. The curriculum is tied to the general education curriculum utilizing QPPS \*(Quality Preschool Program Standards), but is modified to meet the needs of the students. A licensed Early Childhood Special Education Teacher provides classroom instruction, is responsible for monitoring the implementation of services described in each IEP, and monitors student progress relative to goals in the IEP.

#### **ECSE Collaborative Services:**

Collaborative services are defined as a specially designed instruction planned by a certified special education teacher and provided to an individual student with a disability or to a group of student with disabilities by a certified special education teacher or a para-educator utilizing QPPS\* (Quality Preschool Program Standards).  
\*The district will implement the QPPS in settings where 3-5 year children are served.

**Regular Early Childhood Program with Teacher holding Dual Endorsements** (i.e., Endorsement 100: Teacher-Prekindergarten through grade three, including special education). The child is served in the regular early childhood classroom with a teacher who holds a valid practitioner's license issued by the Board of Education Examiners that includes prekindergarten and early childhood special education. The teacher is responsible for direct instruction, preparation of materials, adaptations and accommodations as specified in the IEP. The teacher with the dual endorsement is responsible for implementing and monitoring the child's progress according to the IEP.

## **K-12**

### **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 instructional methods using specially designed instruction strategies to meet the individual needs of a student with a disability receiving instruction in the general education setting.

### **Co-Teaching Services:**

Co-teaching services are defined as the provision specially designed instruction provided to a group of students with disability and nondisabled students. These students are provided by the special education teacher and general education teacher in partnership to meet the content and skills needs of the student in the general education classroom. These services take shape in a variety of manners. For example, teachers co-plan, divide the class, provide instruction to smaller groups, or teacher co-plan and then co-instruct different components of the content.

### **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 provide simultaneously with the general education content area instruction.

### **Out-of-Class Services:**

Out-of-Class Services (e.g., Pull-out) 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. Out-of-class 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 Out-of-class (pull out) settings does not supplant the instruction provided in the general education classroom.

### **Work Experience/Transition:**

At age 14 students are entitled to a plan that develops transition and work experience options. The work experience/transition is intended to assist the individual in making a successful transition to life after high school by selecting courses/experiences that will be meaningful to the individual's future and motivate the individual to complete his/her education.

**Supplemental Instruction:**

Supplemental instruction is defined as specially designed instruction provided to an individual student with a disability or a group of students with disabilities by a certified special education teacher in a special education setting. These services are designed to supplement instruction provided in the general education classroom through the previously described consulting teacher model, co-teaching model and collaborative model of service delivery. Supplemental services include direct instruction in goal areas, working on specific assignments given in the general education setting that would include areas of learning deficits, and providing a smaller and quieter learning environment with fewer distractions for students to complete general education tests and assignments. Supplemental instruction provided in a pull-out setting does not supplant the instruction provided in the general education classroom.

**Reverse Consultation Services:**

Reverse consultation 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 special education setting to aid the student(s) in accessing the general education content area instruction. A general education teacher licensed in the core content area collaborates with a special education teacher to jointly plan lessons and instructional strategies. The general education teacher supervises the curriculum and is responsible for assigning student grades. The special education teacher is responsible for providing direct instruction. Both teachers are responsible for ongoing progress monitoring and formative assessment. Reverse consultation is a model of service delivery used only with a small number of students who exhibit significant cognitive or behavioral skill deficits, yet are expected to achieve district standards rather than alternative standards. Documentation of regular and frequent consultation, joint planning and assessment of student progress is required.

**Special Class:**

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 institution). This means the students 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 agreements with other districts and/or agencies.

The continuum includes services for eligible individual ages 3-21.

**If the District Can Not MEET Students Needs;**

**Out of District placement:** services for students in need of specially designed programs beyond the scope described in the plan will be provided through contractual arrangements with other districts or agencies in accordance with the Iowa Administrative Rules of Special Education.

**Combination of other options:** this listing is not intended to be all inclusive. In arriving at appropriate plans for a student, the IEP team might consider a combination of the above options or other programs, services, or alternatives listed here.

**Collaboration with Other Agencies**

A combination of educational services or outside agencies may be necessary to address the educational needs of an eligible individual. In such cases, the personnel providing the various services shall coordinate activities, efforts, and the services shall be described in one Individualized Educational Program (IEP) or Individualized Family Service Plan (IFSP).



## 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 district special education teachers with their building principal(s).

In determining teacher caseloads, the North Iowa 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 with no more than high school=100; middle school range=80; elementary range=60 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 services and supports specified in his or her student's IEPs.

Preschool caseloads are determined by the Iowa Quality Preschool Program Standards that requires the student/teacher ratio for children under 4 years old, the ratio is 1:7. and for children 4 and older, the ratio is 1:8.

### **Curriculum**

**Zero Points:** Student is functioning in the general education curriculum at a level similar to peers.

**One Point:** Student requires limited modifications to the general curriculum.

**Two Points:** Student requires significant modifications to the general curriculum.

**Three Points:** Significant adaptation to grade level curriculum requires specialized instructional strategies. Alternate assessment is used to measure progress.

### **IEP Goals**

**Zero Points:** Student has IEP goals instructed by another teacher or service provider.

**One Point:** Student has 1-2 IEP goals.

**Two Points:** Student has 3 IEP goals.

**Three Points:** Student has 4 or more IEP goals.

### **Specially Designed Instruction**

**Zero Points:** Student requires no specially designed instruction.

**One Point:** 25% or less of instruction is specially designed and/or delivered by special education personnel.

**Two Points:** 26-75% or less of instruction is specially designed and/or delivered by special education personnel.

**Three Points:** 76 to 100% of instruction is specially designed and/or delivered by

special education personnel.

### **Joint Planning and Consultation**

**Zero Points:** Joint planning typical for that provided for all students.

**One Point:** Special education teachers conduct joint planning with 1 general education teacher or paraprofessionals over the course of each month.

**Two Points:** Special education teachers conduct joint planning with 2 to 3 general education teachers or paraprofessionals over the course of each month.

**Three Points:** Special education teachers conduct joint planning with more than 3 general education teachers or paraprofessionals over the course of each month.

### **Paraprofessional Support**

**Zero Points:** Individual support needed similar to peers.

**One Point:** Additional individual support from an adult is needed for 25% or less of the school day.

**Two Points:** Additional individual support from an adult is needed for 26% to 75% of the school day.

**Three Points:** Additional individual support from an adult is needed from 76% to 100% of the school day.

### **Assistive Technology**

**Zero Points:** Assistive technology use is similar to peers.

**One Point:** Assistive technology requires limited teacher-provided individualization and/or training for the student.

**Two Points:** Assistive technology requires extensive teacher-provided individualization and/or training for the student.

**Three Points:** Assistive technology is requires extensive teacher-provided individualization and/or training for the student. Significant maintenance and/or upgrades for continued effective use are anticipated.

### **Functional Behavior Assessment (FBA)/ Behavior Intervention Plan (BIP)**

**Zero Points:** Student requires no FBA or BIP.

**One Point:** Requires limited time assessment, planning, data collection and communication with others (not more than 2 hours per month).

**Two Points:** Requires 2 to 4 hours monthly for assessing, planning, data collection and communication with others.

**Three Points:** Requires more than 4 hours for assessing, planning, data collection and communication with others.



## Resolving Caseload Concerns

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

- When a specified 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 in writing
- Requests should initially be given to an individual's principal/supervisor
- A committee will be appointed annually to serve as a review team in collaboration with the building principal/supervisor
- The person requesting the review is responsible for gathering relevant information to support their request. This information might include, but is not limited to:
  - 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/supervisor.
3. The request is reviewed for clarification with your principal/supervisor. The principal/supervisor 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 recommendation to the individual's principal/supervisor.
6. Upon receipt of the committee's recommendation, the principal will review the information and discuss it with the individual.
7. Within 10 working days, the principal will meet with the individual and provide a written determination.

8. If the person requesting the review does not agree with the determination, he or she may appeal to the AEA Director of Special Education.
9. The AEA Director/designee will meet with personnel involved and will provide a written decision.

## **Caseload Review Meeting**

**Date:**

**Present:**

**Semester meeting:** \_\_\_\_\_

**Committee Member Requested:** \_\_\_\_\_ (name)

Requested date: \_\_\_\_\_ (meeting must be held within 10 days of request)

**Purpose: To review:**

- A review of the current number of students and their needs
- Needs of students being referred
- Supports available (associates, etc.)
- Scheduling/time/ time for collaboration
- Determination of current program needs
- Discussion of projected future program needs
- Size of the room

**Agenda:**

1. A review of the current number and needs of students, needs of students being referred, supports available, and schedules/time.
2. Can all services identified in the IEP be provided as specified?
3. What circumstances (number of students, schedules, or student needs) prevent each student from receiving educational benefit?
4. Would the addition of caseload responsibilities create the need for additional support or assistance?
5. A written plan is developed to ensure all students' IEPs are able to be fully implemented? (Possible solutions that the caseload review committee may consider, but are not limited to, are: additional program options, additional programs, scheduling changes, additional paraeducator help, additional teaching staff, and room size)

The committee written recommendations sent to the Superintendent within 5 school days. The Superintendent has 10 school days to get back to ALL team members in writing the decision.

**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 eligibility individuals?**

In order to meet the State Performance Plan/Annual Progress Report (SPP/APR) goals, accountability will be addressed in the following ways:

- Individual student IEP goal progress monitoring
- Aggregation of progress monitoring and summative evaluations for groups of students at both school and district levels
- Examination of disaggregated subgroup achievement and SPP/APR data

The ways of evaluating the effectiveness of the delivery system are detailed below:

**Individual**

Individual student progress on IEP goals will be reviewed and discussed on a regular and on-going basis monthly by the special education and general education teacher(s) along with the AEA team rep and school administrator as appropriate. The purpose of this review is to determine if adequate progress is being made, if any adjustment in instruction is needed, or if other targeted or intensive interventions through MTSS or special education are indicated. (Note: Changes in goals, proficiency criteria, or LRE must occur through an IEP team meeting.) The district special education teachers, administrators, and AEA team reps will review IEPs using the Student File Review form from DE. Each teacher will review two IEPs per semester and will record on the survey. Any non-compliance items will be corrected with an amendment. Central Rivers AEA Team Rep will communicate results of survey with the building principal(s).

**School: Aggregated by School and District**

Each school in the district will review student progress monitoring, formative, or summative evaluations every time data window is completed. The IEP subgroup performance in both reading and math will be reviewed and discussed by grade level teams which include both general and special education teachers. Subgroup achievement, growth, and the achievement gap will be included as items for discussion and planning. Schools with a subgroup achievement gap; thus, impeding progress toward meeting the district SPP/APR requirements, will develop a school-based plan to close the achievement gap by grade level in each school. These plans will be monitored at the school every semester and at the district level at the end of each school year. In the event that this process creates the need to revise the DDS DP, the district will follow the process to revise and readopt the DDS DP.

**District: Disaggregated by School Levels**

At the district level, IEP subgroup data for each school, along with the plans as described above, will be reviewed on an annual basis by the district's leadership team. IEP student data will also be disaggregated and examined by school level (elementary, middle, high). In addition, the district will examine their SPP/APR data to determine priorities and develop an action plan as needed. If the district meets SPP/APR requirements, both procedural and performance, 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.

**In addition:**

- In addition, the district will participate in a Special Education Compliance, in conjunction with the Iowa Department of Education Differentiated Accountability work. Feedback and recommendations from that process will be given to the DDS DP committee for consideration of possible revisions to the process.



**District Developed Special Education Service Delivery Plan**  
**North Iowa Community School District**  
**Public Comment Draft**

The Iowa Administrative Rules of Special Education require each school district to develop a plan for the delivery of special education services. The North Iowa District Developed Service Delivery Plan will be communicated to general education/special education/parents/district administrators, and public through placement on the district's homepage.

Please submit written or oral comments to Superintendent Cory Myer by February 28, 2018.

**Plan Questions for comment:**

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

How will services be organized and provided to eligible individuals?

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

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

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.