

North Iowa Community School  
District Developed Service Delivery Plan

March 2023

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

The North Iowa District selected a committee to develop the DDSDP on March 7, 2023. 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 January 2023- March 2023. March 2023, the DDSDP was reviewed and verified by the Central Rivers Regional Administrator and CRAEA Special Education Director.

The North Iowa District Developed Services Delivery Plan was approved by the North Iowa School Board March 20, 2023.

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:

Joseph Erickson - Superintendent  
Joann Kenny - 6-12 Principal  
Tina Henley - Curriculum Coordinator/Pre-school-5 Principal  
Robin Kettwick-High School Special Ed. Teacher  
Sara Hamilton-High/Middle School Special Ed. Teacher  
Karissa Rasch- Middle School Special Ed. Teacher  
Holly Honken - Middle/Elementary Special Ed. Teacher  
Molli Peterson - Elementary Special Ed. Teacher  
Janet Jutting- Elementary Special Ed. Teacher  
Brittney Arndorfer - Pre-school General Ed./Special Education Teacher  
Jon Potter – High School General Ed. Teacher  
Laine Matson- Middle School General Ed. Teacher  
Rebecca Kruse– Elementary General Ed. Teacher  
Heather Brandt - Parent  
Matt Brandt - Parent  
Shelby Hanna– Parent  
Andrew Hanna - Parent  
Dallas Heidecker – Parent  
Rebecca Martinson- Team Representative Central Rivers AEA  
Amy Pearson- Team Representative Central Rivers AEA  
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 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 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?**

Population of students to be served: any student, birth to maximum allowable age, who has a social, physical, and/or academic need that could create a barrier to a successful educational experience.

All students at North Iowa Community School District are entitled to Free and Appropriate Public Education (FAPE), and it is the district's goal to ensure FAPE to all students. Any student who is entitled to services will have their needs met by the programs offered through the North Iowa School District, Central Rivers AEA, or any other appropriate agency. When appropriate, the district may offer programming around the areas of preschool, general education, extended year services, and/or post-secondary options.

Students receiving special education services at North Iowa School will have services delivered in the Least Restrictive Environment (LRE) as determined appropriate by the Individual Education Planning (IEP) Team.

### **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 paraeducator 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 instructional 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 of special 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. The effectiveness of services provided through co-teaching has 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 student(s) in accessing the general education curriculum. These services are provided 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 or certified teacher who is overseen by a certified special education teacher to provide supplementary instruction that cannot otherwise be provided during the regular's 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 special 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 or a certified teacher supervised by a 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 or by a certified teacher supervised by a 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 or certified teacher supervised by a special education teacher is responsible for providing direct instruction. All teachers are responsible for on-going 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.

### **General Education With Direct Special Education Support Outside the General Education Classroom:**

The student receives specially designed instruction and support for the general education curriculum outside the general education or regular early childhood program setting. When the services cannot be appropriately provided in the general education or program setting, the student may receive selected services or all services he/she needs in a separate educational setting (including, but not limited to special classes or early childhood special education program, special schools, home instruction, and instruction in hospitals and institutions). The special education teacher/service provider is responsible for monitoring the student's progress on IEP goals.

#### **Contingency Plan:**

The North Iowa School District will try to fulfill all of its teaching responsibilities to the best of its ability. However, if a special education teacher position cannot be filled, a certified teacher who is supervised by a certified special education may complete SDI, supplemental instruction, and reverse consultation.

#### **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 once 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.

The teacher ratio for children 3 to 5 years old is 1:10 with twenty students being the maximum.

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 1:10.

### **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 or significant modified classroom assessments are 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, paraprofessionals, or additional adults (Ex. OT, PT, SLP, vision consultant, voc. rehab. or work experience coordinator) 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). Student requires a FBA.

**Two Points:** Requires 2 to 4 hours monthly for assessing, planning, data collection and communication with others. Student requires both an FBA and BIP.

**Three Points:** Requires more than 4 hours for assessing, planning, data collection and communication with others. Student requires FBA, BIP, and safety plan.

# Caseload Determination

Teacher: \_\_\_\_\_

Student: \_\_\_\_\_

	<b>Curriculum</b>	<b>IEP Goals</b>	<b>Specially Designed Instruction</b>	<b>Joint planning and consultation</b>	<b>Paraprofessional Support</b>	<b>Assistive Technology</b>	<b>FBA/BIP</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 that provided for all students	Individual support is needed similar to peers	Assistive technology use is similar to peers	Student requires no FBA or BIP
<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 delivered by special education personnel	Special education teachers conduct joint planning with 1 general education teacher or paraprofessional over the course of each month	Additional individual support from an adult is needed for 25% or less of the school day	Assistive technology requires limited teacher-provided individualization and/or training for the student	Requires limited time assessment, planning, data collection and communication with others (not more than 2 hours per month). Student requires a FBA.
<b>Two Points</b>	Student requires significant modifications to the general curriculum	Student has 3 IEP goals.	26-75% or less of instruction is specially designed and/or delivered by special education personnel	Special education teachers conduct joint planning with 2 to 3 general education teachers or paraprofessionals over the course of each month.	Additional individual support from an adult is needed for 26% to 75% of the school day.	Assistive technology requires extensive teacher-provided individualization and/or training for the student.	Requires 2 to 4 hours monthly for assessing, planning, data collection and communication with others. Student requires both an FBA and BIP.
<b>Three Points</b>	Significant adaptation to grade level curriculum requires specialized instructional strategies. Alternate assessment or significant modified classroom assessments are used to measure progress	Student has 4 or more IEP goals.	76 to 100% of instruction is specially designed and/or delivered by special education personnel	Special education teachers conduct joint planning with more than 3 general education teachers, paraprofessionals, or additional adults (Ex. OT, PT, SLP, vision consultant, voc. rehab. or work experience coordinator) over the course of each month.	Additional individual support from an adult is needed from 76% to 100% 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	Requires more than 4 hours for assessing, planning, data collection and communication with others. Student requires FBA, BIP, and safety plan.

Point Total: \_\_\_\_\_

## **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.

**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?**

In order to meet the Annual Progress Report (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 APR data

The ways of evaluating the effectiveness of the delivery system are detailed below in these

**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.)

**State Performance Plan Targets and Service Delivery Plan Effectiveness**

District administrators will also examine the district's Iowa School Performance Profile (ISPP) 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 Iowa School Performance Profile goals and target goals outlined for special education, the delivery system will be considered effective.

If the district does not meet ISPP goals, district staff will work in collaboration with Central Rivers AEA staff to develop an action plan designed to promote progress toward these goals.

**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 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 DDSDP, the district will follow the process to revise and readopt the DDSDP.

**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 APR data to determine priorities and develop an action plan as needed. If the district meets 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.

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

**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.**

The Iowa Administrative Rules of Special Education require each school district to develop a plan for the delivery of special education services. Districts must make the plan available for public comment. If you have comments that you wish to be considered before this plan is finalized, please submit those comments to Superintendent Joseph Erickson by March 24, 2023:

**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?