



# North Iowa Community School Service Delivery Plan

Mission Statement:  
“Linking Students With Success”



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

The North Iowa Community School Board approved the committee to develop the DDSDP on March 4, 2013. 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. Committee concluded work in May 3, 2013.

The North Iowa District Developed Services Delivery Plan was approved by the North Iowa School Board in June 10, 2013.

### **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/Elementary School Principal  
Mike Embrock- High/Middle School Principal  
Jill Schutjer-Curriculum Coordinator/Middle School Teacher  
Robin Kettwick-High School Special Ed. Teacher  
Penny Engeseth- High School Special Ed. Teacher  
Heidi Engelbarts - Middle School General/Special Ed. Teacher  
Janet Jutting- Director of Special Education/Elementary Special Ed. Teacher  
Lisa Oldenkamp- Elementary Special Ed. Teacher  
Levi Judge – High School General Ed. Teacher  
Allen Twait – Elementary General Ed. Teacher  
Dawn and Bill Jensvold-Parents  
Illa Roth– Parent  
Darci Roeder– Parent  
Nancy Conner- Team Representative AEA 267  
Dennis Molln- Team Representative AEA 267  
Beverly Plagge- Special Education Coordinator for Northeast Sector

## **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 as outlined in the Head Start Program Performance Standards and Iowa Quality Preschool Program Standards (QPPS).
- (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 the school board has approved the development of the plan for creating a system for delivering specially designed instructional services.

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.

## **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, behavior, 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, AEA 267, 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.

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

### **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.

## **K-12**

### **Consultative 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 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 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 student(s) in accessing the general education curriculum. These services are provide simultaneously with the general education content area instruction.

### **Individual/Small Group Pullout 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 regular's 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 special designed instruction provided in 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 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.

**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.

**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).

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

Placement of the student with special education will be determined by the IEP team as to, but not limited to, the following criteria:

- needs of the student – academic, behavior, social; behavior plans, extended year services, alternate assessment
- time needed to work on the IEP goals and objectives, both with the student and in planning and preparation
- time needed for paperwork (charting, reporting out, documenting behaviors, etc.)
- time for collaboration with other teachers and agencies
- least restrictive environment
- caseloads of the teachers
- range of need will be considered when grouping
- grade level of the students
- schedules
- room structure, size, and environment
- experience and expertise of the teacher
- number of paraeducators and the expertise and training needed
- the potential of new students (especially at the lower elementary level)
- family requests, sibling experiences with teacher

**Caseload Review:** The caseloads of the special education teachers will be reviewed based on the number of students served and the level of services provided to students, or by teacher request.

- 1 The building level review committee will be composed of the district's director of special education, building level principal, building level special education teachers, building level general classroom teacher, and AEA team representative. The superintendent will be consulted as needed.
- 2 Regularly scheduled meetings will be held 2 times a year (each semester).
- 3 The committee will meet at the request of any committee member throughout the school year or summer. The request needs to be in writing to the the district's director of special education/principal and copies distributed to the other committee members. This meeting will take place within ten (10) school days of the request.
- 4 The district's director of special education/principal sets up caseload review meetings

- 5 They will consider the following issues:
  - A review of the current number of students and their needs
  - Size of the room
  - Needs of students being referred
  - Supports available (paraeducator, etc)
  - Scheduling/time/time for collaboration
  - Determination of current program needs
  - Discussion of projected future program needs
- 6 Record of all meetings will be kept by the district's director of special education/principal on the following form.
- 7 Caseload review meetings will consider the following:
  - a. A review of the current number and needs of students, needs of students being referred, supports available, and schedules/time;
  - b. Can all services identified in the IEP be provided as specified?
  - c. What circumstances (number of students, schedules, or student needs) prevent each student from receiving educational benefit?
  - d. Would the addition of caseload responsibilities create the need for additional support or assistance?
  - e. What action is required that will ensure all students' IEPs are able to be fully implemented?
8. 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

In considering the issues in #5 above and possible solutions listed in #8, the district will assure that all IEPs are implemented with integrity.

9. The committee recommendations which include relevant information generated about the teachers' caseload concerns will be forwarded to the district Superintendent within five (5) school days. The Superintendent will act upon this within ten (10) school days and report back to the committee via the district special education coordinator/principal.
10. If a teacher and/or the committee want to further review the caseload situation, a meeting with the district Superintendent will be set up involving the review

committee, which is composed of the district's director of special education, building principal, the special education teacher, the AEA 267 team representative, and the AEA 267 Special Education Coordinator. A general classroom teacher may be added at the discretion of the building review committee. The North Iowa Community School Board will be consulted as needed.

11. If the person requesting the caseload review does not agree with the determination, the decision may be referred to the AEA 267 Director of Special Education or designee.

**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 What action is required that will 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)

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.

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

Caseload Review Meetings, at the request of any committee member or at regularly scheduled meeting

1. The Caseload Review committee will meet at the request of any committee member throughout the school year or summer. The request needs to be in writing to the district's director of special education/principal and copies distributed to the other committee members. This meeting will take place within ten (10) school days of the request.
2. The caseload review steps (steps 1-11) outlined in question #3 will be followed.

**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?**

At least once per year, district administrators will examine their special education district profile to review the district's data relative to progress indicators outlined in our state performance plan (SPP) for special education. District administrators will also examine the district's annual progress report each year to review achievement data as it pertains to students with IEPs in the district. These data will be used to determine priorities and develop an action plan for special education instructional services when necessary.

If the district meets or exceeds APR goals and target goals outlined in our state performance plan for special education, the delivery system will be considered effective.

If the district does not meet APR goals or SPP target goals, district staff will work in collaboration with AEA 267 staff to develop an action plan designed to promote progress toward these goals.

The district special education teachers, administration, 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 Key Star Survey. Any non-compliance items will be corrected with an amendment.

**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. 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 Cory Myer.

Comments must be received by (date):

Plan

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?