

North Union Community School District Developed Service Delivery Plan

DRAFT

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Committee:

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The Iowa Administrative Rules of Special Education require each school district 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: Travis Schueller (travis.schueller@nuwarriors.org) or mail to Travis Schueller, North Union Community School, PO Box 75, Armstrong, Iowa 50514.

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

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.

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

General education with consultation. The student is served in the general education classroom without any accommodations or modifications to the curriculum, instruction, testing or grading. The service provider is responsible for consulting with general education teacher and monitoring the student's progress according to the IEP.

General education with consultation/accommodations. The student is served in the general education classroom or regular early childhood program with consultation and support from the special education teachers. 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, adaptations and accommodations. The special education teacher is responsible for monitoring the student's progress on IEP goals.

General education with direct special education support in the general education classroom. The student receives special education support for the general education curriculum in the general education or regular early childhood program setting. The special education teacher, support service provider, or trained paraprofessional will be in the general education or program classroom to provide direct instruction, instructional support, or other assistance to the student or group of students, through models such as collaborative or co-teaching. The special education teacher/service provider is responsible for monitoring the student's progress on IEP goals.

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.

Students may receive different services at multiple points along the continuum based on the IEP. 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 to 21.

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 Educational 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.

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

Caseloads will be tentatively set in the spring for the following year. Caseloads may be modified 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 or special education coordinator.

In determining teacher caseloads, the North Union 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 **100** 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 impair the affected teacher's ability to provide the services and supports specified in his or her student's IEPs.

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 goal areas instructed by another teacher or service provider.

One Point: Student has 1-2 IEP goal areas.

Two Points: Student has 3 IEP goal areas.

Three Points: Student has 4 or more IEP goal areas.

Specially Designed Instruction

Zero Points: Student requires no specially designed instruction (based on LRE%).

One Point: 25% or less of instruction (based on LRE%) is specially designed or delivered by special education personnel.

Two Points: 26-5% or less of instruction (based on LRE%) is specially designed or delivered by special education personnel.

Three Points: 76 to 100% of instruction (based on LRE%) is specially designed 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 one 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 50% 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 not needed.

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

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

Three Points: Assistive technology requires extensive teacher-provided individualization or training for the student. Significant maintenance 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.

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

Caseloads will be reviewed at least twice per year by individual LEA special education teachers with their building principal 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.

Upon review, if there appears to be an overload, the teacher may request and the principal will arrange a Caseload Assistance Team (CAT) meeting. The CAT will be comprised of the special education teacher, a building administrator, and an AEA representative. The CAT will make recommendations regarding if there is a need for adjustments to a teacher's schedule or roster.

At any other time, a teacher may request a caseload review by submitting, in writing, the request to the building principal. The building principal must convene the CAT within 5 school days. A resolution and written decision must be made available to the teacher within 5 school days after the CAT meeting.

Question 5: How will the delivery system for eligible individuals meet the targets identified in the state's performance plan and the LEA determination as assigned by the state? What process will be used to evaluate the effectiveness of the delivery system for eligible individuals?

Districts will need to evaluate the effectiveness of their delivery system to determine if it is leading to improved outcomes for eligible 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

The way of evaluating the effectiveness of the delivery system is detailed below:

Individual

Individual student progress on IEP goals will be reviewed on a regular and on-going basis (every 9 weeks) by the special education teacher. Special education teacher will discuss progress with general education teacher(s) along with the AEA consultant/specialist 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 decision.)

Appendix A

Caseload Determination Rubric

Teacher: _____

Student: _____

| | Curriculum | IEP Goals | Specially Designed Instruction | Joint planning and consultation | Para Support | Assistive Technology | FBA/BIP |
|-------------|--|---|---|--|--|---|--|
| 0pts | Student is functioning in the general education curriculum at a level similar to peers | Student has IEP goal areas instructed by another teacher or service provider. | Student requires no specially designed instruction (based on LRE %) | Joint planning typical for that provided for all students | Individual support needed similar to peers | Assistive technology is not needed. | Student requires no FBA or BIP |
| 1pts | Student requires limited modifications to the general curriculum | Student has 1-2 IEP goal areas. | 25% or less of instruction (based on LRE%) is specially designed and/or delivered by special education personnel | Special education teachers conduct joint planning with 1 general education teacher or paraprofessionals 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 for assessing, planning, data collection and communication with others (not more than 2 hours per month) |
| 2pts | Student requires significant modifications to the general curriculum | Student has 3 IEP goal areas. | 26-75% or less of instruction (based on LRE%) 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 |
| 3pts | Significant adaptation to grade level curriculum requires specialized instructional strategies. Alternate assessment is used to measure progress | Student has 4 or more IEP goal areas | 76 to 100% of instruction (based on LRE %) is specially designed and/or delivered by special education personnel | Special education teachers conduct joint planning with more than 3 general education teachers or paraprofessionals 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 |

Point Total: _____

Appendix B

District and AEA Special Education Director Checklist for Requirements

| District | Requirements | AEA Special Education Director |
|----------|--|--------------------------------|
| | Development of the committee with appropriate representation | |
| | AEA represented by Director appointee | |
| | Description of special education instructional services includes the full continuum | |
| | Caseload descriptions include: * Definition of teacher caseload (e.g., number of students, number of points) *Who will monitor caseloads *How often caseloads will be monitored | |
| | Description of procedures for resolving caseload concerns | |

AEA Special Education Director Signature _____

Date _____

Information below the line for district use only

Final approval by district school board date _____

Appendix C

Iowa Administrative Rules of Special Education

281—41.408(256B,273,34CFR300) Instructional services.

41.408(1) General. Instructional services are the specially designed instruction and accommodations provided by special education instructional personnel to eligible individuals. These services are ordinarily provided by the LEA but, in limited circumstances, may be provided by another LEA, the AEA or another recognized agency through contractual agreement. An agency must use the procedure and criteria described in sub rule 41.408(2) for creating a delivery system for instructional services.

41.408(2) Delivery system. An agency shall use the following development process for creating a system for delivering instructional services.

- a. The delivery system shall meet this chapter's requirements relating to a continuum of services and placements, shall 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 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.
- b. The delivery system shall be described in writing and shall include the following components:
 - (1) A description of how services will be organized and how services will be provided to eligible individuals consistent with the requirements of this chapter, and the provisions described in 41.408(2)“a.”
 - (2) A description of how the caseloads of special education teachers will be determined and regularly monitored to ensure that the IEPs of eligible individuals are able to be fully implemented.
 - (3) A description of the procedures a special education teacher can use to resolve concerns about caseload. The procedures shall specify timelines for the resolution of a concern and identify the person to whom a teacher reports a concern. The procedures shall also identify the person or persons who are responsible for reviewing a concern and rendering a decision, including the specification of any corrective actions.
 - (4) A description of the process used to develop the system, including the composition

- of the group responsible for its development.
- (5) A description of the process that will be used to evaluate the effectiveness of the system.
 - (6) A description of how the delivery system will meet the targets identified in the state's performance plan, described in this chapter.
 - (7) A description of how the delivery system will address needs identified by the state in any determination made under this chapter.
- c. The following procedures shall be followed by the agency:
- (1) Before initiating the development of the delivery system, the LEA board shall approve such action and the LEA personnel and parents who will participate in the development of the alternative.
 - (2) The delivery system shall be developed by a group of individuals that includes parents of eligible individuals, special education and general education teachers, administrators, and at least one AEA representative. The AEA representative shall be selected by the director.
 - (3) The director shall verify that the delivery system is in compliance with these rules prior to LEA board adoption.
 - (4) Prior to presenting the delivery system to the LEA board for adoption, the group responsible for its development shall provide an opportunity for comment on the system by the general public. In presenting the delivery system to the LEA board for adoption, the group shall describe the comment received from the general public and how the comment was considered.
 - (5) The LEA board shall approve the system prior to implementation.
- d. The procedure presented in sub rule 41.907(9) shall be followed in applying the weighting plan for special education instructional funds described in Iowa Code section 256B.9 to any delivery system developed under these provisions.
- e. An LEA shall review, revise, and readopt its delivery system using the procedures identified in paragraph "c" of this sub rule at least every five years, or sooner if required by the state in conjunction with any determination made under this chapter.
- f. An LEA shall make the document describing its delivery system readily available to LEA personnel and members of the public.
- g. A director may grant an adjusted caseload status for good cause shown, if an LEA submits a request to the AEA for such status because class size, including the size of a class served by a teacher employed less than full-time, exceeds those limits specified in the portion of the plan required by 41.408(2)"b"(2).

Appendix D

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 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