

**North Butler Community School  
District  
District-Developed Service Delivery Plan**



## What process was used to develop the Special Education Delivery System for eligible individuals?

This district developed service delivery plan was developed in accordance with the Iowa Administrative Code Rule 41.408(2)“C”. The group of individuals who developed the plan includes parents of eligible individuals, special education teachers, general education teachers, administrators and and Central Rivers AEA administrator. The North Butler CSD Board of Directors approved the process for developing this service delivery plan and DDSDP committee membership on July 16, 2019. The North Butler CSD Board of Directors also approved this plan on July 16, 2019. Plan was posted on the North Butler CSD website on March 28, 2019, as a means of communicating the content to the public. Public was invited to submit comments or concerns about the DDSDP. No comments were received and the plan was presented as drafted.

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

- Joel Foster – North Butler CSD Superintendent of Schools
- Heather Holm – North Butler High School Principal
- Laura Tracy – North Butler Elementary Principal
- Beth Endelman – Curriculum Coordinator
- Jody Albertson – Central Rivers AEA Regional Administrator (appointed by Central Rivers AEA Director of Special Education)
- Robin Morton – Early Childhood AEA Special Education Representative
- Katie Devereaux – Central Rivers AEA Special Education Building Representative
- Angela Koop – Central Rivers AEA Special Education Building Representative
- MaTina Clark - School Counselor
- Sandra Lamborn – Secondary Special Education
- Kristin Sherburne – Elementary Special Education Teacher
- Wendy Hansen - Elementary Teacher
- Travis Miller - Secondary Teacher
- Angie Christensen - Early Childhood Special Education Teacher
- Roxanne Landers - Early Childhood Teacher
- Emily Ascher - Parent
- Lisa Eberline - Parent
- Sarah Hawker – Parent

## How will services be organized and provided to eligible individuals?

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

Services are defined as occurring in the general education classroom. 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 Program:***

Services 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, but is modified to meet the needs of the students. Classroom instruction is provided by a licensed Early Childhood Special Education Teacher in either the general education classroom or in the ECSE classroom.

***Co-Taught Early Childhood Program:***

Services are provided in an early childhood classroom. All aspects of classroom instruction are co-planned and co-taught by a licensed early childhood special education teacher and an early childhood teacher. The general education curriculum and specially designed instruction are provided to a group of students with disabilities and without disabilities. The Early Childhood Special Education Teacher is responsible for monitoring the implementation of services described in each IEP and monitoring student progress relative to goals in the IEP.

***Grades 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 modifying his/her instructional methods using specially designed instruction strategies to meet the individual needs of a student with a disability receiving instruction in the general education classroom.

***Grades K-12 Co-Teaching Services:***

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

### ***Grades K-12 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 or para-educator in a general education classroom setting. Collaborative Services are designed to aid the student(s) in accessing the general education content area instruction. These services are provided simultaneously with the general education content area instruction.

### ***Grades K-12 Pull-out Supplemental Instruction:***

Pull-out 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. Pull-out instructional 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 instruction provided in a pull-out setting does **not** supplant the instruction provided in the general education classroom.

### ***Grades K-12 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. A regularly scheduled time for reverse consultation will be established and a record of consultation will be kept. Documentation of regular and frequent consultation, joint planning and assessment of student progress is required.

### ***Grades K-12 Special Class:***

Special class services are defined as direct specially designed instruction provided to an individual student with 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 institutions). This means the student is receiving his or her primary instruction separate from non-disabled peers.

**Work Experience Services:**

Students age 14 and older who are eligible for special education services may receive work experience instruction. Work experience instruction is typically offered during 11<sup>th</sup> and 12<sup>th</sup> grade. For students to receive work experience instruction, specific career/vocational needs must be identified on the IEP. A work experience/transition specialist will collaborate with a HS special education teacher to make arrangements for a student to engage in job shadowing or explore work sites on a part-time, temporary basis in the community. There must be class work preparation prior to and/or concurrent with job shadowing and work site exploration.

**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 agreement with other districts and/or agencies such as Central Rivers AEA.
- The continuum includes services for eligible individuals ages 3-21.
- The North Butler Community School District will provide a full continuum of early childhood placements to children who are eligible for instructional IEP services. The Iowa Quality Preschool Program Standards (QPPS) will be implemented in any setting where children age 3-5 with IEPs are served.

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

Special education rosters will be reviewed at least 2 times per year by the special education teacher with the building principal and/or Central Rivers AEA team representative. Roster reviews will be scheduled as follows:

1. At the beginning of the school year (August/September)
2. During the month of April (to project rosters and make plans for next school year)

A teacher's caseload will be reviewed when either of the following occurs:

1. The number of students on a teacher's roster, the level of services these students receive, and the amount of time a teacher spends engaged in joint planning/collaboration indicates a need to conduct a caseload review.
2. A special education teacher expresses concern about his/her ability to effectively perform the essential functions of his/her job due to caseload.

### ***Caseload Determination Review Process***

Caseload determinations will be made by assigning points for the intensity of service required by each IEP on a teacher's roster. Each student is assigned 1, 2, or 3 points based on level of intensity of services.

- 1 Point** Student needs limited modifications to the general curriculum. Special Education teachers provide specially designed instruction for less than 55% of the school day and student's IEP has 1 to 2 goal areas requiring specially designed instruction. This does not include goal areas for Central Rivers AEA Support services such as OT, PT, or Speech goals.
- 2 Points** Student needs significant modifications to the general curriculum. Special Education teachers provide specially designed instruction and/or monitoring at least 56% to 85% of the school day or the student has 3 to 4 goal areas on his/her IEP that require specially designed instruction. This does not include goal areas for Central Rivers AEA Support services such as OT, PT, or Speech goals.
- 3 Points** Student needs significant adaptations/modifications to the learning environment or curriculum that require intensive instructional strategies. One of the following must apply:
- o Alternate assessment is used to monitor the IEP.
  - o Behavior intensity is such that a Functional Behavior Assessment and Behavior Intervention Plans are implemented and monitored.
  - o Special education personnel provide specially designed instruction 86% - 100% of the school day.
  - o Student's IEP has 5 or more goal areas requiring specially designed instruction.
  - o This does not include goal areas for Central Rivers AEA Support services such as OT, PT, or Speech goals.

### ***Joint Planning and Collaboration Load Considerations***

Additional points are assigned based on the teacher's time spent joint planning with general education teachers or para-educators. This is calculated **for the teacher and not for individual students**.

- 1 Point** Special education teacher conducts joint planning with general education teacher(s) and/or para-educator over the course of a month for up to 2 hours of time.
- 2 Points** Special education teacher conducts joint planning with general education teacher(s) and/or para-educator over a course of a month for 2 to 4 hours of time.
- 3 Points** Special education teacher conducts joint planning with general education teacher(s) and/or para-educator over a course of a month for more than 4 hours of time.

In general, a special education teacher's caseload should not exceed 22 points. The assignment of para-educators must be taken into consideration and may be used to compensate for a caseload that exceeds 22 points. Caseloads of 22 points or more will be considered for further review.

### **Example of Caseload Calculation**

14 students on roster x 1 point = 14 points

1 student on roster x 2 points = 2 points

1 student on roster x 3 points = 3 points

19 points based upon student roster

1 point awarded for joint planning = 1 point (Special Education Teacher meets with General Education Math Teacher for 2 hours to plan co-teaching)

20 total points for caseload determination

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

Special education teachers are expected to engage in informal problem-solving with their Central Rivers AEA team representative and building principal prior to submitting a formal request for caseload review. The Central Rivers regional administrator may be consulted by the building principal or team representative if solution cannot be reached.

#### ***Steps to follow when a teacher formally requests a caseload review.***

1. Teacher will submit a request for caseload review in writing to the building principal.
2. Within ten working days, the building principal will meet with the special education teacher, regional administrator, and Central Rivers AEA team representative to review and clarify concerns the teacher has expressed about his/her caseload.
  - a. The teacher requesting the review is responsible for gathering relevant information to support his/her request for a caseload review. This information might include, but is not limited to:
    - i. Number of IEP's
    - ii. Teacher's schedule and instructional grouping
    - iii. Collaboration and co-teaching assignments
  - b. An attempt will be made to resolve the teacher's caseload concerns at that time.
  - c. The building principal will provide a written response to the teacher's request.
3. If the teacher's caseload concern cannot be satisfactorily resolved, the teacher's written request and the principal's written response will be sent forward to the district superintendent.



4. The district superintendent and Central Rivers AEA regional administrator will review the request and gather relevant information from the principal, special education teacher, and Central Rivers AEA team representative.
5. Within twenty working days following receipt of the teacher's formal request for caseload review, the district superintendent will send a written determination to the building principal and special education teacher.
6. If the teacher requesting review does not agree with the written determination made by the district superintendent, the teacher may appeal to the Central Rivers AEA Director of Special Education or his/her designee.
7. The Central Rivers AEA Director of Special Education or his/her designee will meet with personnel involved and render a written decision.

### **How will the delivery system for eligible individuals meet the targets identified in the state's performance plan?**

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.

### **How will the delivery system for eligible individuals address needs identified by the state in any determination made under Chapter 41?**

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.

### **What process will be used to evaluate the effectiveness of the delivery system for eligible individuals?**

Every special education teacher in the North Butler Community School District will review IEP progress monitoring data every other week. Teams, which include both general and special education teachers, will review and discuss IEP subgroup performance annually in both reading and math. Subgroup achievement, growth, and the achievement gap will be included as items for discussion and planning.

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 Central Rivers AEA staff to develop an action plan designed to promote progress toward these goals.