

North Fayette Valley Schools

North Fayette Valley Community School District

Fayette Elementary

Valley Elementary

West Union Elementary

NFV Middle School

NFV High School

District Developed Service Delivery Plan



2021-2022

1. Process Used to Develop the Delivery System Plan for Eligible Individuals

The district 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 representatives of Keystone AEA. This plan will be communicated to general education and special education teachers through district Special Education team meetings and to parents through the school websites and referred to in a district newsletter. Administrators served on the planning committee and will review the plan annually at a team meeting.

District Developed Service Delivery Plan Committee

Curriculum Director - Betsy Nefzger,
Superintendent - Joe Griffith
Elementary Principal – Travis Elliott
Special Education Teacher – Brittany Heins, Rick Taylor, Emily Kullen, Jonathan Cardo
General Education Teacher – Tracy Nuss, Gabby Dobbs, Kelli Lau
Parent –Jessica Moser
Parent – Stephanie Hermen
Parent – Diane Boesker
Special Education Consultant – Sara Swensen
Special Education Consultant - Anne Britt
Early Childhood Special Education Consultant - Jennifer Aldrich

Public Comment

Timeframe to post is December 10

December 6, 2021, Approved by AEA Special Education Director, Annette Hyde
January 10, 2022, Approved by North Fayette Valley Community School District Board of Directors

2. Program Services

Our goal is to support the educational needs of students with disabilities through the delivery of special education services within the least restrictive environment.

Notes:

- Students may receive different services at multiple points along the continuum based on the IEP.
- In each continuum of services, general and special education teachers must have “regular and frequent” consultation.

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

Early Childhood Special Education definitions of programs:

- Regular Early Childhood Program – Less than 50 percent children with disabilities
- Early Childhood Special Education Program – More than 50% children with disabilities
 - Early childhood students receiving specially designed instruction from the preschool teacher with dual responsibilities of general education and special education.

Instructional services provided through a contractual agreement with other agencies (preschools) will be examined annually to determine the availability of regular early childhood programs within the district. All early childhood special education (ECSE) and regular early childhood programs of North Fayette Valley schools that provide instructional services to children with an IEP implement Preschool Program Standards as defined by the Iowa Department of Education. At NFV all of our classrooms are regular EC programs that serve special education students at a rate of 50% or less.

Valley Preschool – Iowa Quality Preschool Program Standards (QPPS)

Little TigerHawk Preschool - Iowa Quality Preschool Program Standards (QPPS)

North Fayette Hippity Hop – Iowa Quality Preschool Program Standards (QPPS)

Head Start – Head Start Program Performance Standards

Rainbowland - Iowa Quality Preschool Program Standards (QPPS)

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

General Education with consultation/accommodations: The student is served in the general education classroom with consultation and support from the special education teacher. 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 setting. The special education teacher, support service provider, or trained paraprofessional will be in the general education classroom to provide direct instruction, instructional support, or other assistance to the student or a 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.

- Co-Teaching services are defined as the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and nondisabled 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.
- 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.

General Education with direct special education support outside the general education classroom: The student receives special education support for the general education curriculum outside the general education setting. When the services cannot be appropriately provided in the general education 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, 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.

- 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 student's regular 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 specially designed instruction provided in Pull-out settings does **not** supplant the instruction provided in the general education classroom.
- 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 institutions). This means the student is receiving his or her core instruction separate from non-disabled peers.
 - **General education with reverse consultation: Reverse Consultation** -For a small percentage of students with IEPs, the student receives general education content instruction through reverse consultation. The special education teacher who teaches any of the core academic areas must have the state-required endorsement for the subject area, or the academic subject (curriculum) must be under the supervision of a teacher who is licensed appropriately for the academic

area. The teacher who is licensed for the academic area and who is “supervising” the curriculum assigns the student’s content grade, provides content strategies and assessments, and problem-solves concept attainment. The name of the teacher who is supervising the curriculum is listed somewhere in a permanent file of the student.

Intensive Needs Programming:

The district has specialized programs to address both intensive academic and behavioral needs. These programs are not available in all buildings; when a student has intensive needs, an IEP team will discuss which building/program meets their needs best.

3. 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 and determined based on percent of Special Education FTE. Caseloads will be reviewed at least twice during the school year by individual LEA special education teachers and building principal and/or special education coordinator.

Early childhood special education caseloads will be determined on a case-by-case basis in consultation with the early childhood special education consultant, building administration, and teacher. The ECSE Weighting Matrix will be used. An IEP developed in Early Childhood will be weighted a II or a III.

In determining teacher caseloads, the North Fayette Valley Schools will use the following criteria to assign points to the programs of each eligible individual receiving an instructional program in the districts. Administration may also take into consideration rare and unusual circumstances such as; teacher travel time, regular ongoing parent communication requests, range of grade levels serving, explicit and specific crisis/emergency plans involving authorities, or other duties assigned. A teacher may be assigned a caseload with no more than 26 total points. The Downtown Academy is designed to serve 8 students. Any considerations to add additional students to the DA will be discussed on a case by case basis.

NFV Caseload Determination

In determining special education teacher caseloads, the NFV 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 26 total points.

One Point: The student receives specially designed instruction/supports for less than 5 hours per week.

Two Points: The student receives specially designed instruction/supports for between 5 and 12.5 hours per week.

Three Points: The student receives specially designed instruction/supports for between 12.5 and 24 hours per week.

Four Points: The student receives specially designed instruction/supports for more than 24 hours per week.

The student receives specially designed instruction/supports for:

Student	Less than 5 hours per week	Between 5 and 12.5 hours per week	Between 12.5 and 24 hours per week	More than 24 hours per week	Notes (BIPs, travel, range of grade levels, etc)
	x1= _____	x2= _____	x3= _____	x4= _____	
Total					

4. Resolving 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. This will occur at the start of the school year, fall, and spring. 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, in cooperation with AEA personnel, 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. Caseload Committee will consist of: principal, special education teacher, AEA special education consultant, and superintendent
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.

5. Program and Delivery Plan Evaluation

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

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

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

Individual

Individual student progress on IEP goals will be reviewed and discussed on a regular and on-going basis (every two week(s)) by the special education teacher(s). General education teacher, AEA consultant/specialist and school administrator are included 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 RtI or special education are indicated. (Note: Changes in goals, proficiency criteria, or LRE must occur through an IEP team meeting.)

School: Aggregated by School and District

Each school in the district will review student progress monitoring, formative, or summative evaluations every month. The IEP subgroup performance in both reading and math will be reviewed and discussed by grade level teams, which include both general and special education teachers. Subgroup achievement, growth, and the achievement gap will be included as items for discussion and planning. Schools with a subgroup achievement gap; thus, impeding progress toward meeting the district SPP/APR requirements, will develop a school-based plan to close the achievement gap by grade level in each school.

These plans will be monitored at the school every semester and at the district level at the end of each school year. In the event that this process creates the need to revise the 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 and building when appropriate (elementary, middle, high). In addition, the district will examine their SPP/APR data to determine priorities and develop an action plan as needed. If the district meets SPP/APR requirements, both procedural and performance, the delivery system will be considered effective. If the district does not meet requirements, the district will work in collaboration with the State and AEA.