



DISTRICT DEVELOPED

SERVICE DELIVERY PLAN

2023-2028

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Process Used to Develop the Delivery System for Eligible Individuals

The 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 Central Rivers AEA administrators.

On November 15, 2023, the Hudson Board of Education approved the following committee members to develop the Service Delivery Plan for the Hudson Community Schools:

District Developed Service Delivery Plan Development Groups

Central Rivers AEA Designated Representative: Julie Miller, facilitator

Central Rivers AEA Support Staff: Tara Davis, Lori Kurt

Community School District Administrators: Crystal Betts, Jeff Dieken, Dr. Anthony Voss

Community School District Special Education Staff: Taylor Ronan, Jessica Philipp, Elly Heinemann, Karlie Michael, Sarah Koch, Jacki Simms, Nikki Bergmeier, Mary Seekins, Breanna Fisher, Tasha Brace

Community School District General Education Staff: Brenda Krapfl, Kevin Wurzer

Parents: Miekka Bell, Jacki Simms, Kelly Komen

Committee met to revise ‘Delivery System Plan’ on September 27, 2023

Revisions were available for public comment from September 28-October 31

Plan was submitted to Amy Knupp at Central Rivers AEA on September 28, 2023

Plan was approved by Amy Knupp on October 23, 2023.

Final Hudson School Board approval occurred on November 15, 2023

How will services be organized and provided to eligible individuals?

Preschool Program Standards

The Hudson Community School District will offer a full continuum of early childhood placements to children who are eligible for instructional IEP services. These early childhood placements will provide instructional services that adhere to one or more of the following Preschool Program Standards and may be offered in other school districts:

- 1) Iowa Quality Preschool Program Standards (IQPPS);
- 2) Head Start Program Performance Standards; or
- 3) National Association for the Education of Young Children (NAEYC) Accreditation.

Regular Early Childhood Program

Services are defined as occurring in the general education classroom. The teacher holds a license issued by the Board of Educational Examiners that includes pre-kindergarten and early childhood special education. The teacher is responsible for direct instruction, preparation of materials, adaptation 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.

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.

Co-taught Early Childhood Program

Services are defined as a general education early childhood classroom. The general education curriculum and specially designed instruction are provided to a group of students with disabilities and without disabilities. 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 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.

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.

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 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. The effectiveness of services provided through co-teaching has a strong research base.

K-12 Supplementary Services in a General Education Setting

Supplementary 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 setting 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.

K-12 Supplementary Services in a Special Education Setting

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.

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 ongoing 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.

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.

Additional Considerations

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

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

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

1. During the months of September or October (prior to Special Education Child Count)
2. During the month of April or May (to project rosters and make plans for next school year)

Caseload Determination Process - Students

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.

<u>1 Point</u>	Student has 1-2 goal areas requiring specially designed instruction.
<u>2 Points</u>	Student has 3 to 4 goal areas requiring specially designed instruction.
<u>3 Points</u>	Student's IEP has 4 or more goal areas requiring specially designed instruction or the student requires significant adaptation to the grade level curriculum. Student progress may be assessed using Iowa Alternate Assessment. Behavior intensity is such that an FBA has been completed and a BIP implemented and monitored.

Caseload Determination Process – Teachers

Additional points are assigned based on the teacher's time spent joint planning with general education/special education teachers or paraeducator. This is calculated for the teacher and not for individual students. Joint planning is defined as planning and designing specially designed instruction. It could involve general educators and/or paras. It is, for example, developing lesson plans, designing content strategies, adjusting supports and curriculum, and planning assessments for IEP students. It is not, for example, monitoring and gathering student assessment data.

<u>1 Point</u>	Special education teachers conduct joint planning with general education teacher(s)/special education teacher and/or paraeducator.
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In general, a special education teacher's caseload should not exceed 20 points. The assignment of education assistants must be taken into consideration and may be used to compensate for a caseload that exceeds 20 points. Caseloads of 20 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 total student points

1 point awarded for joint planning = 1 point

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.

Steps to follow when a teacher formally requests a caseload review:

1. Teacher will submit a request for a caseload review in writing to the building principal.
2. Within ten (10) working days, the building principal will meet with the special education teacher 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:
 - 1.) Number of Individualized Education Plans
 - 2.) Teacher's schedule and instructional grouping
 - 3.) Collaboration and co-teaching assignments
 - 4.) Number of buildings that teacher is assigned
 - b. An attempt will be made to resolve the teacher's caseload concerns informally at that time.
 - c. The building principal will provide a written response to the teacher's request within 5 working days.
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 within 5 working days.
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 ten (10) 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 within 5 working days of receipt of the superintendent's determination.
7. The Central Rivers AEA Director of Special Education or designee will meet with personnel involved and render a written decision within 10 working days of the conclusion of Step 6.

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 achievement 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 achievement goals, district staff will work in collaboration with Central Rivers AEA staff to develop an action plan designed to promote progress toward these goals.

Individual

Individual student progress on IEP goals will be reviewed and discussed on a regular and ongoing basis by the special education and 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: change 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. The IEP subgroup performance in both reading and math will be reviewed and discussed by grade level teams which include both general education 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 achievement 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 the school year. In the event that this process creates the need to revise the DDS DP the district will follow the process to revise and re-adopt the DDS DP.

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 data to determine priorities and develop an action plan as needed. If the district meets achievement 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 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 the curriculum, instructional techniques and strategies and instructional materials.
2. The provision of special 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 education 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 severity of the educational needs of the eligible individuals served.
5. The district assures the school board has approved the development of the plan for creating a system for delivering specially designed instructional services.
6. 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).
7. The district assures that the AEA Special Education Director verified the delivery system is in compliance with the Iowa Administrative Rules of Special Education.
8. The District assures the school board has approved the service delivery plan for implementation.