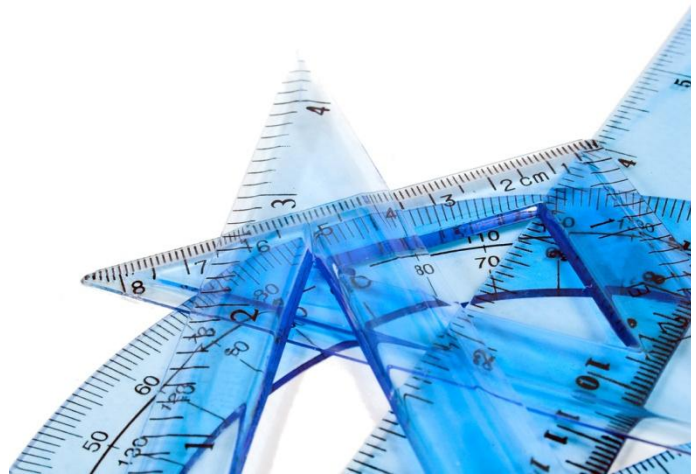


District Developed Service Delivery Plans

August 2012



District Developed Service Delivery Plans

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Overview of Steps

Step	Action
1	The district selects the committee.
2	The committee reviews and analyzes data and develops the plan.
3	The plan is available for public comment.
4	The AEA Special Education Director verifies compliance.
5	The district school board approves the plan prior to adoption.
6	The plan is entered and certified in the C-Plan.
7	The plan is reviewed in connection with the 5 year accreditation cycle or earlier if required by a determination given by the state.

Committee Representation

Administrative Rules

41.408(2)c(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.

Committee Representation

The development committee must have representation from the following groups:

- Parents of eligible individuals
- Special education teachers
- General education teachers
- District administrators
- AEA representation (appointed by AEA Special Education Director)

The district may choose to use their School Improvement Advisory Committee (SIAC) as the nucleus of their District Developed Service Delivery Plan Committee, as long as all the required representatives are in place.

Considerations

Teacher representation should be appropriate for the educational levels being addressed. For example, if the district serves students PK-12, there should be teachers, both general and special education, who are able to represent those ranges of grade levels.

Other Members

If a larger group is needed, then a core group responsible for describing the delivery system could be identified along with input from other work groups.

District Developed Plans – Content Requirements

Overview

The content requirements of the District Developed Plans will be met through a set of five questions and a series of assurances. As part of this plan, districts must describe how Early Childhood Special Education (ECSE) instructional services are provided to meet the needs of eligible children. Examples and suggested text are included to assist districts in developing their plan.

Questions

1. What process was used to develop the special education delivery system for eligible individuals?
2. How will services be organized and provided to eligible individuals?
3. How will caseloads of special education teachers be determined and regularly monitored?
4. What procedures will a special education teacher use to resolve caseload concerns?
5. How will the delivery system for eligible individuals meet the targets identified in the state’s performance plan? How will the delivery system for eligible individuals address needs identified by the state in any determination made under Chapter 41? What process will be used to evaluate the effectiveness of the delivery system for eligible individuals?

Assurances

All five assurances must be certified in the DDS DP through C-Plan. See assurances on page 5.

C-Plan

The record of plan development (answers to the questions), along with the certification of assurances, will be entered into the C-Plan. Please note: Each answer must be limited to 50,000 characters, including spaces.

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 plan for implementation.

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

Purpose

The purpose of this question is to document that the district has met all the process requirements in the development of their District Developed Service Delivery Plan. Other areas identified in “Optional” should be explored in order to improve the quality of services provided. Documentation of these areas is not required but is encouraged to communicate these expectations.

Example Text

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. Other information should include:

- The names and positions of individuals participating in the development group
 - The date of board action
 - A description of how the plan will be communicated to others (general education teachers, special education teachers, parents, district administrators)
-

Optional Additions

- What was learned from the review and analysis of the data, including IEP student achievement data
- An explanation of how the Service Delivery Plan directly links to the results of the data review
- A plan for on-going data reviews (how often, by whom) and how changes in service delivery will be made based on these findings
- Steps to make sure evidence-based instruction will be implemented
- An explanation of how instructional rigor and high expectations will be assured
- A plan for individual student progress monitoring at least every two weeks, and how instruction will be adjusted based on response to instruction
- An explanation of how data will be used to inform individual student services and supports along the continuum

- Including in the plan steps to create a culture of accommodation and inclusion to foster student education in safe and caring environments
- An explanation of how stakeholder input, including public comment, was included in the plan (Note: This information must be presented to the board during the approval process and it would be helpful to the community to include this explanation in the plan.)
- Key themes learned from involving stakeholders in the development of the plan

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

Purpose

The purpose of this question is to describe how the district will provide special education instructional services. Districts must include the full continuum of services and placements for eligible individuals from age 3 to 21, including preschool. When describing services for preschool children, the district must adhere to federal data reporting definitions of settings for preschool.

Full Continuum Examples

Three “continuum of service” examples follow on pages 9-12. These are generic examples. The district may use or modify any of these examples to meet student needs, as long as the full continuum of services is being implemented and described. Districts may use continuum descriptions from their previous District Developed Service Delivery Plans if they meet the requirement of the full continuum of services for students age 3 to 21, with the following exception: Levels I, II, and III are used to describe funding only, not levels of service. Use of the terms “Level I”, “Level II”, and “Level III” to describe the continuum of services will *not* be accepted.

Additional Considerations for ECSE

The district must adhere to the following terms and definitions to describe instructional services and placements for preschool children:

- Regular Early Childhood Program – Less than 50 percent children with disabilities; and
 - Early Childhood Special Education Program – More than 50 percent children with disabilities.
-

Continuum of Services

Districts that are providing instructional services through a contractual agreement with other districts and/or other agencies will need to examine the preschool services annually to determine the availability of regular early childhood programs within the district.

Preschool Program Standards Requirement

Early childhood special education (ECSE) and regular early childhood programs providing instructional services to children with an IEP must implement Preschool Program Standards as defined by the Iowa Department of Education. ***In the District Developed Service Delivery Plan, a district must address how instructional services are provided in placements that meet the Preschool Program Standards.*** These are as follows:

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

Examples of Continuum of Services: How will services be organized and provided to eligible individuals?

Example 1 - Continuum of Services

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 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 with in 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.

Example 2 – Continuum of Services

Consulting Teacher Services: Consulting Teacher services are defined as indirect services provided by a certified special education teacher to a general education or regular early childhood program 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 or program.

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 or regular early childhood program teacher in partnership to meet the content and skill needs of students in the general education classroom or program. These services take shape in a variety of ways. 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. In all co-teaching arrangements, the special educator takes primary responsibility for designing and delivering specially designed instruction, assuring access to the general curriculum, and assessing the progress of students with IEPs. 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 or regular early childhood program to aid the student(s) in accessing the general education curriculum. These services are provided simultaneously with the general education or preschool content area instruction.

Out-of-Class Services: Out-of-Class services (e.g., Pull-Out) 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. These services supplement the instruction provided in the general education classroom or program through Consulting Teacher services or Collaborative/Co-teaching services. The specially designed instruction provided in settings outside of the general education classroom or Regular Early Childhood Program does **not** supplant the instruction provided in the general education classroom.

Special Class/Early Childhood Special Education Program (ECSE): Special Class or ECSE services are defined as direct specially designed instruction provided to an individual student with a disability or group of students with disabilities by a certified special education teacher to provide instruction which is tied to the general education or preschool 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/ECSE Program, 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.

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

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.

Example 3 Continuum of Services

Nominal Support: The student receives specially designed instruction and supports from a certified special education teacher. Services provided by the special education teacher could be delivered through joint planning, collaborative instruction, co-teaching and/or direct instruction. Special education teacher time commitment is less than 5 hours per week or less than 2.5 hours per week for early childhood special education.

Targeted Support: The student receives specially designed instruction and supports from a certified special education teacher. Services provided by the special education teacher

could be delivered through joint planning, collaborative instruction, co-teaching and/or direct instruction. Special education teacher time commitment is between 5 and 12.5 hours per week for school-age and between 2.5 and 6 hours per week for early childhood special education.

Sustained Support: The student receives specially designed instruction and supports from a certified special education teacher. Services provided by the special education teacher could be delivered through joint planning, collaborative instruction, co-teaching and/or direct instruction. Special education teacher time commitment is between 12.5 and 24 hours per week for school-age and between 6 and 12 hours per week for early childhood special education.

Intensive Support: The student receives specially designed instruction and/or supports from a certified special education teacher. Services provided by the special education teacher could be delivered through joint planning, collaborative instruction, co-teaching and/or direct instruction. Special education teacher time commitment is more than 24 hours per week for school-age and 12 hours per week for early childhood special education.

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?

Purpose

This requirement exists to ensure that teacher caseloads do not become unmanageable and compromise the provision of services prescribed in the IEPs.

Requirements

The description should include:

- What will be considered a full caseload (e.g., points, number of students)
- Who will monitor caseloads
- How often caseloads will be monitored

If the district is using a caseload matrix or rubric to determine caseload, all the criteria need to be described in writing. (Note: Some documents cannot be uploaded into the C-Plan.)

In addition, a district's regular early childhood program and early childhood special education programs must meet the criteria of the Preschool Program Standard regarding maximum class size and teacher-child ratios.

Examples

Three caseload determination examples follow on pages 13-21. These examples also include written descriptions. These are generic examples. The district committee may write its own or make adjustments to any of these examples to meet student needs

Caseload Monitoring

A regular monitoring schedule or procedure should be established that will allow for review of caseloads with a frequency that is sufficient to identify problems. The procedure should be flexible enough to respond to fluctuating caseloads that occur at irregular intervals.

Elements to Consider

Issues which might be considered in determining individual teacher caseload include, but are not limited to:

- Number of IEPs for which the teacher is responsible
 - Intensity of services documented in the IEPs
 - Age span of students
 - Time needed for collaboration
 - Amount of direct instructional contact time with students
 - Amount of time required in supervision of paraeducators
-

Examples – Caseload Determination: How will caseloads of special education teachers be determined and regularly monitored?

(Examples follow on pages 12 – 21)

Example 1- Caseload Determination

Teacher:

Student:

	<i>Curriculum</i>	IEP Goals	Specially Designed Instruction	Joint Planning and Consultation	Para Support	Assistive Technology	FBA/BIP
Zero Points	Student is functioning in the general education curriculum at a level similar to peers	Student has IEP goals instructed by another teacher or service provider	Student requires no specially designed instruction	Joint planning typical for what is provided for all students	Individual support needed similar to peers	Assistive technology use is similar to peers	Student requires no FBA or BIP
One Point	Student requires limited modifications to the general curriculum	Student has 1 – 2 IEP goals	25% or less of instruction is specially designed and/or delivered by special education personnel	Special education teachers conduct joint planning with one general education teacher or para over the course of each month	Additional individual adult support is needed for 25% or less of the school day	AT requires limited teacher-provided individualization or training for the student	Requires limited time assessment, planning, data collection and communication with others (not more than 2 hours per month)
Two Points	Student requires significant modifications to the general curriculum	Student has 3 IEP goals	26-75% or less of instruction is specially designed or delivered by special education personnel	Special education teacher conducts joint planning with 2 to 3 general education teachers or paras over the course of each month	Additional individual adult support is needed from 26% to 75% of the school day	AT requires extensive teacher-provided individualization or training for the student	Requires 2 to 4 hours monthly for assessing, planning, data collection and communication with others
Three Points	Significant adaptation to grade level curriculum requires specialized instructional strategies. Alternate assessment is used to measure progress	Student has 4 or more IEP goals	76 to 100% of instruction is specially designed or delivered by special education personnel	Special education teachers conduct joint planning with more than 3 general education teachers or paras over the course of each month	Additional individual adult support is needed from 76% to 100% of the school day	AT requires extensive teacher-provided individualization or training for the student. Significant maintenance or upgrades are anticipated	Requires more than 4 hours for assessing, planning, data collection and communication with others

Example 1 – Text 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. 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 _____ 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 _____ 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 goals instructed by another teacher or service provider.
- One Point: Student has 1-2 IEP goals.
- Two Points: Student has 3 IEP goals.
- Three Points: Student has 4 or more IEP goals.

Specially Designed Instruction

- Zero Points: Student requires no specially designed instruction.
- One Point: 25% or less of instruction is specially designed or delivered by special education personnel.
- Two Points: 26-50% or less of instruction is specially designed or delivered by special education personnel.
- Three Points: 76 to 100% of instruction 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 for 51 to 100% of the school day.

Assistive Technology

- Zero Points: Assistive technology use is similar to peers.
- 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.

Example 2 Caseload

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

x1=____ x2=____ x3=____ x4=____

Total: _____

Example 2 - Text 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. 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 special education teacher caseloads, the _____ 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 _____ 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.

Example 3

Caseload Determination

1. How man IEP students are on your roster? _____

2. List the number of students in each category below:
 - a. Up to 2 hours per day of direct instruction _____
 - b. Between 2 and 5 hours per day of direct instruction ____x 1.25 _____
 - c. More than 5 hours per day of direct instruction ____x1.50 _____

3. How many students on your roster will have a 3-year reevaluation this year? ____x.25 _____

4. For how many roster students will you be planning and supervising work experience? _____

5. With how many teachers do you co-teach? _____

6. How many students on your roster are dependent on an adult for their physical needs? _____

7. How many students have a BIP? _____

8. With how many associates do you collaborate? _____

9. How many students do you serve off-site? (e.g., hospitalized, homebound, general education preschools) _____

- Total** _____

Example 3 – Text 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. 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.

A “full” teacher caseload will be considered to be _____ total points. If a teacher’s caseload exceeds this number, the teacher and the _____ (designate someone: principal, assistant principal, special education coordinator) will meet to discuss whether the teacher is able to provide the services and supports specified in his or her students’ IEPs. If the teacher is able to do so, no further action is needed. If the teacher is unable to provide the services and supports specified in his or her students’ IEPs, a plan of action will be developed. If the teacher is not satisfied that the plan of action will meet the requirements of his or her students’ IEPs the teacher may initiate the process for resolving caseload concerns that is described in this plan.

In determining special education teacher caseloads, the _____ Community School District will use the following values to assign points to the caseloads of each teacher in the district.

- 1 Point: Each IEP for which the teacher is responsible for IEP writing, IEP meetings, progress monitoring and reporting to parents.
- 1 Point: Each student provided up to two hours per day of direct instruction by the teacher.
- 1.25 Points: Each student provided between two and five hours per day of direct instruction by the teacher.
- 1.5 Points: Each student provided more than five hours per day of direct instruction by the teacher.
- 0.25 Points: Each student who will have a three-year reevaluation during the current year.
- 1 Point: Each student for whom the special education teacher plans and supervises work experience.
- 1 Point: Each teacher with whom the special education teacher co-teaches.
- 1 Point: Each student who is dependent on an adult for physical needs.
- 1 Point: Each student who has a behavior intervention plan (BIP).
- 1 Point: Each student served off-site (e.g., hospital, homebound, general education preschool)

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

Purpose

The purpose of this requirement is to ensure that special education teachers have a way to request a review of situations that have not been addressed by the caseload review process.

Requirements

The caseload resolution procedures need to:

- Identify who the teacher needs to contact to initiate the process
 - Identify the individual(s) who will consider the question and make a decision
 - Provide a specific timeframe for completing the review and responding to the teacher's concern
-

Examples

Two examples of caseload concern procedures follow on pages 22-24. These are generic examples. The district may write its own or make adjustments to any of the examples to best fit their individual situations.

Considerations

Timelines should be specific. For example, "a decision will be made within 10 school days of receiving the caseload dispute". The procedures should not be cumbersome. The goal of the procedures is to provide for timely response to a teacher's concern.

Adjusted Caseload Status

If a district is exceeding the limits specified in this plan, it may ask the AEA Special Education Director to grant an adjusted caseload status.

An AEA may grant an adjusted caseload status for “good cause shown.” 41.408(2)g. A showing of good cause is highly dependent on the facts and circumstances surrounding the request and a determination of “good cause” is within the sound discretion of the AEA Special Education Director. As a general rule, “good cause” will not be satisfied by a district’s unsupported request for an adjustment to its caseload, and will typically require demonstration that the district considered other alternatives before seeking an adjustment. As with all special education questions, the primary concern should be the district’s ability to provide a FAPE in the LRE to the eligible individuals it serves.

Example 1

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. 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 is responsible for gathering relevant information to support their request. This information may 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 the principal/supervisor.
3. The request is reviewed for clarification with the 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.
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.

Example 2

Resolving Caseload Concerns

A scheduled review of teacher caseloads will be conducted by the building principal as follows:

1. At the beginning of the school year;
2. By November 30; and
3. By April 1 to plan for the following school year

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 four teachers, 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? How will the delivery system for eligible individuals address needs identified by the state in any determination made under Chapter 41? What process will be used to evaluate the effectiveness of the delivery system for eligible individuals?

Purpose

Dependent upon any needs indicated by data or determination assigned by the State, the district will examine the District Developed Plan to determine if a revision to the plan is warranted in order to effect the desired change.

Example Text

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
- 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 ____week(s)) 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 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 ____week(s). 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 (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.

The above text is an example of responding to individual, school, and district data analysis.

Plan Available for Public Comment

Explanation

Once the development group has completed its work and the proposed delivery system is described in writing, there must be an opportunity for public comment.

Notifying Public of a Plan for Review

The district will need to notify the public that the District Developed Plan is available for review. Methods of notification might include:

- Local newspaper
 - District website
 - School newsletters
 - Local radio station
-

Public Viewing of the Plan

The district will need to consider where the District Developed plan will be available for public viewing. Locations for the plan might include:

- Administration offices
- School buildings throughout the district
- District website

Districts must describe the desired method for providing comment.

Timeline for Public Comment

Reasonable time should be given between notice to the public and the deadline for receipt of comment. As a general rule, less than 14 days would be considered insufficient time between notice and the deadline for receipt of comment; 20 calendar days or more would be desirable.

Receipt and Consideration of Public Comment

Public comment can be provided in writing or orally. The district must review and consider all public comments and make any necessary modifications to their district Developed Service Delivery Plan, as appropriate.

Compliance Verification

Administrative Rule

41.408(2)c(3) The director shall verify that the delivery system is in compliance with these rules prior to LEA board adoption.

Explanation

When the plan is entered into the C-Plan in its final form, it may then be certified by the district. Notification will then be sent via automatic e-mail to the AEA Special Education Director, who will verify that the plan is in compliance with the Iowa Administrative Rules of Special Education. (Note: It will be important for districts to involve the AEA Special Education Director or the director's designee throughout the plan development to ensure the district meets the September 15 due date for certifying the plan.)

Timeline

The plan certification by the director should take place after the public comment requirement has been completed since public comment might prompt some changes to the proposed plan.

School Board Approval of Plan

Administrative Rule

41.408(2)c(5) The LEA board shall approve the system prior to adoption.

Explanation

Before a district can implement a delivery system, the district's board must approve the system.

Explanation of Public Comment

The development committee will need to include an explanation summarizing the comments given by the public and how the comments were included or addressed in any revisions made.

Insert District Developed Plan into the C-Plan

Explanation

Districts will be required to input their approved District Developed Service Delivery Plan into the C-Plan. The C-Plan may be accessed through Ed Insight. Districts should contact their technology administrator for access.

Timeline

The DDSDP must be reviewed, revised, readopted, and recertified by September 15 the year following a district's School Improvement Site visit which occurs every 5 years. Answers from all districts' current-year DDSDPs will be ported forward to the following year. Answers to the five questions will display as "read only" if a district is **not** required to revise and readopt their plan and changes may not be made. If a district decides to review, revise, and re-adopt the DDSDP outside of these timelines, the Department must be contacted to open the C-Plan for the revisions to be documented. Districts that will be readopting their plan should work with their AEA directors in the content of their plan, make their changes into the C-Plan, and certify both their plans and assurances by the September 15 due date. Following a district's certification of the plan, an e-mail notification will be sent to the AEA Director of Special Education for their certification.

Every year all districts must certify the DDSDP *assurances* through the C-Plan by September 15. AEA directors or designees will certify the assurances only for the year a district has revised and readopted the plan.

Tables and Rubrics

Currently, it is not possible to insert a table, rubric, or matrix into the C-Plan, so a written description of the process is necessary.

Checklist

A checklist of requirements is included on page 31 of this document.

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: <ul style="list-style-type: none"> • 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	
<hr/> AEA Special Education Director Signature Date		
	Description of how the district will address: <ul style="list-style-type: none"> • Individual student progress monitoring and analysis of achievement data • IEP subgroup achievement data • SPP/APR targets • LEA determinations • Plan evaluation and effectiveness 	
	Final approval by the school board including input from public comments	
	Plan entered in C-Plan and certified by September 15 of the year following the site visit	
	AEA certifies the plan in C-Plan	
	Assurances certified by the district annually	

	by September 15	
	Assurances certified by the AEA only for the year the district has revised and readopted their plan	

Sample Timelines

Districts need to be aware of their timeline when working on the District Developed Service Delivery Plan, especially if their school board does not meet during the summer months.

Example 1:

Date	Activity
March 1	Development team is created
March 15-April 15	Development team creates plan
April 15 – May 15	Public comment period
May 30	Plan goes to AEA Special Education Director for compliance verification
June 15	School board approves final DDSDP
June 15 – September 1	Plan is entered into the C-Plan

Example 2:

Date	Activity
February 1	Development team is created
February 15- April 15	Development team creates plan
April 15 – May 15	Public comment period
May 15	Plan goes to AEA Special Education Director for compliance verification
June 1	School board approves final DDSDP
June 1 – September 15	Plan is entered into the C-Plan