

Maquoketa Community School District Special Education Service Delivery Plan Revision – January 13, 2014 For Public Review and Comment

The Iowa Administrative Rules of Special Education require each school district to develop a plan for the delivery of special education services. Districts must make the plan available for public comment. If you have comments that you wish to be considered before this plan is finalized, please submit those comments to:

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Comments must be received by February 28, 2014.

The delivery system was developed in accordance with Iowa Administrative Code rule 41.408(2)“c”. The committee was approved at the January 13, 2014, board meeting. Members of the Maquoketa Community School District committee were:

Parents: Lisa Barnes and Melissa Timmer

Teachers: Amy Steff, secondary special education teacher, Tami Eggers, middle level special education teacher, Kate Cavanagh, middle level general education teacher, Jess Wood, elementary special education teacher, Julie Neyens, elementary special education teacher, Tricia Dever, primary level special education teacher.

Administrators: Christine Snell, Middle School; Joan Bollman, Cardinal Elementary; Kim Huckstadt, superintendent; Jane Schmidt, Director of Professional Growth and Student Learning.

Area Education Agency Representative: Andy Corr, AEA 9 Representative.

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.

Examples and suggested text are included to help districts when they are 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 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?
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Assurances A set of six assurances must be included in the District Developed Service Delivery Plan.

See assurances on page 3.

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 the school board has approved the development of the plan for creating a system for delivering specially designed instructional services.

■ 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.

The following pages (4-9) address the process used to determine special education eligibility that is reflective of our proposed Maquoketa Services Delivery Plan.

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

Multi-Tiered System of Supports

Multi-Tiered System of Supports (MTSS) in Iowa is an every-education decision-making framework of evidence-based practices in instruction and assessment that addresses the needs of all students starting in general education.

As an every-education process, MTSS allows educators to judge the overall health of their educational system by examining data on all students as well as identifying students who need additional supports. Those supports are provided in both small group and individual settings, and measured to determine if these supports are making a difference to ensure all learners demonstrate proficiency in the Iowa Core standards and leave school ready for life.

The Iowa MTSS framework is made up of five components:

1. Evidence-Based Curriculum and Instruction shall be provided at the Universal level
2. Universal Screening shall be used three times per year (DIBLES/MAP/AIMS Web)
3. Evidence-based, instructional interventions at the Targeted and Intensive levels shall be provided to each student who needs them
4. Progress Monitoring Data shall be collected and used to guide instruction
5. Data-Based Decision Making

Implementation of the Iowa MTSS framework should use the continuous school improvement process of (a) defining the problem, (b) diagnosing the problem, (c) developing a plan, (d) implementing the plan, and (e) evaluating the results of plan implementation. We use a ten-question framework to help schools engage in this process. Those ten questions are:

Universal Level

1. Is our Universal program sufficient?
2. If the Universal program is not sufficient, why isn't it sufficient?
3. How will needs identified in the Universal program be addressed?
4. How will the sufficiency and effectiveness of the Universal program be monitored over time?
5. Have improvements to the Universal program been effective?

Targeted and Intensive Levels

6. For which students is Universal instruction sufficient and not sufficient, and why?
7. What specific Targeted and Intensive instruction is needed?
8. How will specific Targeted and Intensive instruction be delivered?
9. How will the effectiveness of Targeted and Intensive instruction be monitored?
10. Which students need to move to a different level of instruction?

The Multi-Tiered System of Supports concentrates on children's learning and achievement data and social and emotional needs, and focuses on accommodations that can be implemented to assist students in their educational achievement. For well over a decade special education, in cooperation with general education, worked diligently toward early intervention and prevention in hopes of maintaining children

in their natural environment. The Multi-Tiered System of Supports allows us to identify students who are not meeting student achievement goals and implement interventions to assist students to meet educational standards.

Intervention recommendations should be linked to assessment information that is generated by student specific questions. The Multi-Tiered System of Supports attempts to resolve concerns in general education prior to considering a full and individual evaluation of a student's need for special education. Only after general education-based interventions have been exhausted is special education considered as a possible intervention.

There are four tiers of service in this delivery system and brief descriptions of the tiers are as follows.

Tier I Intervention:

When concern is expressed about a student's performance (academic, behavioral, social/emotional, physiological, sensory, etc.), the concern is addressed initially through communication and collaboration with parents and teachers. Tier I interventions are implemented along with data collection and assessment of the student's progress. Mississippi Bend AEA support staff is not involved at this level.

Tier II Intervention:

If the student does not attain the performance goals set by the parent and teacher, the teacher who has a concern may then request consultation and assistance from the building's Teacher Assistance Team (TAT), Mississippi Bend AEA support staff, and/or other community resources. Tier II interventions are implemented at this level along with data collection and assessment of the student's progress. At this level Mississippi Bend AEA support staff will not provide direct services to the students but may consult with teachers on Tier II interventions. In cases where the severity and need are at such an intense level that there is little question regarding the need for special education services, the team may choose to go directly to Disability Suspected.

Tier III Interventions:

If the Tier II interventions are not sufficient to meet the needs of the student or if additional resources are needed to clarify the concern, Tier III interventions that are developed and designed by the general education staff and/or with consultation/collaboration with Mississippi Bend AEA support staff that is more individualizes or small group oriented. AEA staff may consult on the design and progress monitoring format for this level of intervention. If the student is unsuccessful with this level of intense services they can be referred on to Disability Suspected for a full and individual educational assessment. If previous screening of hearing, vision, and health has not previously occurred, they will be initiated at this level to examine their potential relationship to the presenting concerns.

Disability Suspected:

When little or no improvement in the student's performance results from the previous interventions attempted within the general education setting or when the resources that are necessary to maintain the intervention(s) exceed the capacity of the general education setting, the need for special education services will be considered. Written parental consent is obtained through the Consent for Full and Individual Evaluation form to initiate this process.

An objective definition of the presenting problem(s) must be stated in terms that are as specific, measurable, and data-based as possible. These descriptions must be designed to assist in quantifying the severity of the concern in comparison to peers and environmental expectations and suggest target goals for which intervention strategies will be developed. The student's strengths or areas of competence relevant to the presenting problem(s) also must be identified. Any necessary additional assessments are driven by student-specific questions and previous intervention outcomes.

Students, parents, special education staff, and Mississippi Bend AEA support staff will be increasingly involved in designing and implementing student interventions carried out in general education, the home, and the community. The previous dichotomy of special and general education should become more blurred as all educational services are increasingly blended to assist students in the Least Restricted Environment (LRE) possible

Addendum District Developed Plans:

Early Childhood Special Education Content Requirements

Overview The content requirements of the District Developed Service Delivery Plans (February 2009) will be met through a set of five questions and a series of assurances. As a part of the District Developed Service Delivery Plans, districts must describe how Early Childhood Special Education (ECSE) instructional services are provided to meet the needs of eligible individuals.

This Addendum provides information for Question #2 and Question #3 addressing ECSE in the District Developed Service Delivery Plan.

Addressing Question #2 Question #2 addresses how districts include the full continuum of services and placements for eligible individuals, including preschool.

The question asks: *How will services be organized and provided to eligible individuals?*

When describing services for preschool children, the district must adhere to federal data reporting definitions of settings for preschool.

Definitions The definitions for “general education” and “special class”, as used in school age, do not accurately define the classroom or service required for preschool children.

In the District Developed Service Delivery Plan, 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.
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Continued on next page

Addendum District Developed Plans:

Early Childhood Special Education Content Requirements, Continued

Examples for Continuum of Services

The examples provided in the District Developed Service Delivery Plan document for “Continuum of Services” are applicable for preschool children by substituting “Regular Early Childhood Program” for “general education” and “Early Childhood Special Education Program” for “special class.”

The following additional example describes instructional service provided in a regular early childhood program in which the general education teacher is appropriately licensed to teach preschool children receiving special education services.

Regular Early Childhood Program with Teacher holding Dual Endorsements (i.e. Ed 100). 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.

General and Special Education Teachers for Preschool Children

General Education: The regular early childhood program is taught by a general education teacher who holds a valid practitioner's license and holds an endorsement that includes prekindergarten.

Endorsements for Early Childhood Education are:

100 Teacher – Prekindergarten through grade three, including special education;

103 Teacher – Prekindergarten through kindergarten; and

106 Teacher – Prekindergarten through grade three.

ECSE: The early childhood special education program, as well as the consultation and support in the regular early childhood program, must be provided by an ECSE teacher who holds a valid practitioner’s license and holds an endorsement that includes ECSE. The ECSE teacher is responsible for monitoring the child’s progress on IEP goals.

Endorsements for Early Childhood Special Education are:

100 Teacher – Prekindergarten through grade three, including special education;

223 Teacher – Prekindergarten through kindergarten, early childhood spec. ed.

Addendum District Developed Plans: Early Childhood Special Education Content Requirements, Continued

**Providing Access
to the Continuum
of Services**

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 (i.e. early childhood programs in community).

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 and regular early childhood programs providing instructional services to children on 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 Preschool Program Standards.

**Preschool
Program
Standards**

The DE has defined the Preschool Program Standards as the following:

- 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.
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**Addressing
Question #3**

Question #3 addresses teacher caseloads.

The question asks: *How will caseloads of special education teachers be determined and regularly monitored?*

The full continuum of placements providing instructional services to eligible preschool children must implement one of the three Preschool Program Standards as defined by the Iowa Department of Education. Therefore, when addressing Question 3; a district's regular early childhood program and early childhood special education programs must meet the criteria of the Preschool Program Standard being implemented regarding maximum class size and teacher-child ratios.

Question 2: What was the process used to develop the delivery system for eligible individuals?

Continuum of Services for Eligible Students

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

General education with consultation/accommodations. The student is served in the general education classroom 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, in collaboration with the general 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.

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.

Reverse Consultative Model. A Certified General Education Teacher provides consultation to the Special Education Teacher who provides specially designed instruction in the special education classroom setting. Typically the general education curriculum is modified to meet the need and skill level of the student and is usually provided in the area of reading, language arts, math, science and social studies courses.

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

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 and/or special education coordinator.

In determining special education teacher caseloads, the Maquoketa Community School District will use the Weighted Enrollment Factor Matrix (see below) 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 80 total points prior to a caseload review.

Weighted Enrollment Factor (WEF) Matrix: _____ / _____ / _____

Name

Date

The IEP of each student receiving district-provided or district-financed special education services is assigned a score using the Weighted Enrollment Factor (WEF) Matrix. Students with greater special education services and supports have a higher WEF score; students with lesser special education services and supports have a lower WEF score.

NOTE: This instrument is not to be applied to IEPs for preschool aged children. Also, there may be unique circumstances (e.g., 4+ programs, substantial health needs, need for a hearing interpreter, need for a one-on-one licensed teacher, one-time costs, etc.) in which weightings will be assigned using other processes (see guidance).

1. Curriculum & Goals. Use score of highest rated area. Reference IEP Pages B, Goals, F & G.			Score:	0	1	2	3
<p>Zero Points</p> <p>Student is functioning in the general curriculum at a level similar to peers.</p>	<p>One Point</p> <p>Student is functioning in the general curriculum 1-2 years below peers</p> <p style="text-align: center;">or</p> <p>Student has goals in 1 or 2 goal areas (see guidance) that are the primary responsibility of district special education personnel.</p>	<p>Two Points</p> <p>Student is functioning in the general curriculum 3 or more years below peers,</p> <p style="text-align: center;">or</p> <p>Student has goals in 3 or more goal areas (see guidance) that are the primary responsibility of district special education personnel.</p>	<p>Three Points Curriculum that reflects the Iowa Core essential elements is required for meaningful instruction. Alternate assessment is used to measure progress in one or more areas (literacy, math, science).</p>				

2. Specially Designed Instruction related to all goal areas regardless of setting. Reference IEP Page F.			Score:	0	1	2	3
<p>Zero Points</p> <p>Student requires no specially designed instruction</p>	<p>One Point</p> <p>Specially designed instruction regardless of setting that is delivered by a special education teacher for 55% or less of the school day. Could include teaching, co-teaching, and collaborative instruction.</p>	<p>Two Points</p> <p>Specially designed instruction regardless of setting that is delivered by a special education teacher for 56% to 85% of the school day. Could include teaching, co-teaching, and collaborative instruction.</p>	<p>Three Points</p> <p>Specially designed instruction regardless of setting that is delivered by a special education teacher for 86% to 100% of the school day. Could include teaching, co-teaching, and collaborative instruction.</p>				

3. Support for School Personnel & LRE. Use score of highest rated area. Reference IEP Page F.			Score:	0	1	2	3
<p>Zero Points</p> <p>Collaborative planning provided is typical for all students.</p>	<p>One Point</p> <p>Special education teachers engage in collaborative planning for 1 hour or less per month with district personnel (e.g., general education teacher, paraprofessional, guidance counselor, nurse) to support involvement and progress in the general education curriculum,</p> <p style="text-align: center;">or</p> <p>Special education teachers conduct collaborative planning with 1 district personnel (e.g., general education teacher, paraprofessional, guidance counselor, nurse) each month.</p>	<p>Two Points</p> <p>Special education teachers engage in collaborative planning for more than 1 hour and up to 2 hours per month with district personnel (e.g., general education teacher, paraprofessional, guidance counselor, nurse) to support involvement and progress in the general education curriculum,</p> <p style="text-align: center;">or</p> <p>Special education teachers conduct collaborative planning with 2 to 3 district personnel (e.g., general education teacher, paraprofessional, guidance counselor, nurse) each month.</p>	<p>Three Points</p> <p>Special education teachers engage in collaborative planning for more than 2 hours per month with district personnel (e.g., general education teacher, paraprofessional, guidance counselor, nurse) to support involvement and progress in the general education curriculum,</p> <p style="text-align: center;">or</p> <p>Special education teachers conduct collaborative planning with more than 3 district personnel (e.g., general education teacher, paraprofessional, guidance counselor, nurse) each month.</p>				

4. Student Assistance & Support/Specialized Transportation. Reference IEP Pages F, & G.			Score:	0	1	2	3
<p>Zero Points</p> <p>Student assistance and transportation are similar to peers.</p>	<p>One Point</p> <p>An adult, other than the child's teacher(s), is needed for an academic, health, behavioral, or access purpose for 55% or less of the school day,</p> <p style="text-align: center;">or</p> <p>Transportation needs require a special route.</p>	<p>Two Points</p> <p>An adult, other than the child's teacher(s), is needed for an academic, health, behavioral, or access purpose for 56% to 85% of the school day,</p> <p style="text-align: center;">or</p> <p>Transportation needs require attendant services, or the purchase of special equipment for safe transportation on a vehicle.</p>	<p>Three Points</p> <p>An adult, other than the child's teacher(s), is needed for an academic, health, behavioral, or access purpose for 86% to 100% of the day,</p> <p style="text-align: center;">or</p> <p>a. Requires specialized route and attendant services, or b. Requires specialized vehicle (e.g., with lift device)</p>				

<p>Sum the four scores derived from the Weighted Matrix to determine a level of service:</p> <ul style="list-style-type: none"> • Level I: 1-5 points • Level II: 6-9 points • Level III: 10-12 points 	<p>Total Score:</p> <hr/> <p>Assigned Level:</p>	13
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Guidance for the Weighted Enrollment Factor (WEF) Matrix

When an IEP is weighted. An IEP is weighted if there is *any* special education activity, service or support described in the IEP that creates an expense for the school district.

Factor 1: Goal areas. A goal area is a broad area of functioning (e.g., reading, behavior, etc.). If a student has two math goals, one for calculation and one for problem solving, “math” is counted as one goal area; if a student has two behavior goals, one for reducing an unwanted behavior and one for building a replacement behavior, “behavior” is counted as one goal area.

Factor 2: Specially Designed Instruction. This is defined as being **delivered** by a special education teacher. **Unique circumstances.**

4+ programs, substantial health needs, hearing interpreter, one-on-one licensed teacher, equipment purchase and installation is/are the ONLY district-provided service(s):

If a 4+ Program, substantial health needs, a hearing interpreter, one-on-one licensed teacher, are the *only* district-provided services needed, the IEP is weighted based on reasonably anticipated costs. For health, interpreter, one-on-one licensed teacher or equipment purchase and installation, include personnel costs, supplies, equipment and maintenance.

For 4+ programs, include tuition, books and supplies, transportation or transportation reimbursement, and residential costs, if applicable.

- **Level I:** Reasonably anticipated costs up to \$8,000
- **Level II:** Reasonably anticipated costs are between \$8,001 and \$16,000
- **Level III:** Reasonably anticipated costs are more than \$16,000

Substantial health needs, hearing interpreter, and equipment purchase and installation are provided IN ADDITION to other district-provided services:

- one level may be added to the WEF determined on the basis of the matrix when reasonably anticipated health, interpreter or equipment purchase and installation are between \$8,001 and \$16,000.
- two levels may be added to the WEF determined on the basis of the matrix when reasonably anticipated health, interpreter or equipment purchase and installation costs exceed \$16,000.

Note: It is important to review and adjust the weighting of an IEP, the year after a one-time cost such as equipment purchase occurs, however the adjusted weighting will not be considered in caseload determination.

Resolving Caseload Concerns

On-going communication between special education teachers and building administrators will take place throughout the school year.

Caseloads will be reviewed at least twice per year (**September 15 & May 15**) by individual LEA special education teachers with their building principal and/or special education coordinator. In addition to scheduled reviews, caseload will also be reviewed under the following circumstances:

- 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.**
- When a teacher's caseload has exceeded the acceptable point range (80 or above) as determined by the MCSD.**
- The above criteria do not preclude situations that warrant review.**

REQUESTING A CASELOAD REVIEW

- All requests must be in writing
- Requests should initially be given to an individual's principal/supervisor
- If a formal review is requested**, the person requesting the review 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
- A meeting will be held between the building administrator and the teacher**

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 **district superintendent**.
5. Within 15 working days, the **superintendent** will review the request and give a recommendation to the individual's principal/supervisor.
6. Upon receipt of the **superintendent'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.

Process 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 affect the desired change.

Process Evaluation “The district will examine their SPP/APR data to determine priorities and develop an action plan. If the district meets SPP/APR requirements, 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.”

Appendix A

Iowa Administrative Rules of Special Education **281—41.408(256B,273,34CFR300) Instructional services.**

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

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

- a.* The delivery system shall meet this chapter’s requirements relating to a continuum of services and placements, shall address the needs of eligible individuals aged 3 to 21, and shall provide for the following:
 - (1) The provision of accommodations and modifications to the general education environment and program, including settings and programs in which eligible individuals aged 3 through 5 receive specially designed instruction, including modification and adaptation of curriculum, instructional techniques and strategies, and instructional materials.
 - (2) The provision of specially designed instruction and related activities through cooperative efforts of special education teachers and general education teachers in the general education classroom.
 - (3) The provision of specially designed instruction on a limited basis by a special education teacher in the general classroom or in an environment other than the general classroom, including consultation with general education teachers.
 - (4) The provision of specially designed instruction to eligible individuals with similar special education instructional needs organized according to the type of curriculum and instruction to be provided, and the severity of the educational needs of the eligible individuals served.
- b.* The delivery system shall be described in writing and shall include the following components:
 - (1) A description of how services will be organized and how services will be provided to eligible individuals consistent with the requirements of this chapter, and the provisions described in 41.408(2) “*a.*”
 - (2) A description of how the caseloads of special education teachers will be determined and regularly monitored to ensure that the IEPs of eligible individuals are able to be fully implemented.

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