

**District Developed Service Delivery Plan  
Hartley-Melvin-Sanborn CSD  
12-2-15**

**1. How will the district determine and regularly monitor caseloads of special education teachers?**

Caseloads will be tentatively set in the spring for the following year and may be modified based on summer registration and actual fall enrollments. These caseloads are defined, in general, as the

- number IEPs that a teacher is responsible for X the weighting of the IEP
- oversight of accommodations/modifications and associates in the general ed setting
- specially designed instruction that is written into these IEPs.

These caseloads are determined by balancing staffing levels at the various schools, the numbers of individuals served, the severity of needs of those individuals, and the model of instruction utilized to best meet the needs of these students. This determination is the responsibility of the building administrators. 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, HMS will use the following calculation. We add up the weightings of each of the students on each teacher's roster and use a guideline of 30 (about 1.7 weight X 18 students). We recognize that this is a rough estimate and just a guideline. We also consider the following:

- program type
- associate support
- types of support provided (see question 2 below)
- models of instruction used.

**2. How will the district organize and provide services to eligible individuals?**

- Nominal 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 less than 5 hours per week.
- Targeted 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 between 5 and 12.5 hours per week.
- Sustained 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 between 12.5 and 24 hours per week.

- 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.

**3. How will the district's delivery system for eligible individuals meet the targets identified in the State Performance Plan indicators and the LEA determinations as assigned by the state? What process will the district use to evaluate the effectiveness of the delivery system for eligible individuals?**

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 NWAEEA. Additionally, it is the responsibility of district administrators to collaborate and resolve any LEA determinations assigned by the State. This resolution will be done by coming up with an appropriate action plan and seeing it through, as determined by the Superintendent.

**4. What procedures will a special education teacher in the district use to resolve caseload concerns?**

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 a district-level committee of four teachers, a building administrator, and an AEA representative. The CAT will make recommendations as to whether there is a need for adjustments to a teacher's schedule or roster.

**5. What process did the district use to develop the special education delivery system for eligible individuals?**

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. Members of the committee were: Parent-Leah Puhmann; Special Education Teachers - Juanita Anliker and Becky Maloney, General Education Teachers- Cheryl Kroese and Megan Giese; Administrators Mark Dorhout and Bill Thompson; NWAEEA Representative-Craig Hoadley. This committee was approved, per policy, by the HMS School Board on October 12, 2015.

This plan will be approved by HMS School Board on December 14, 2015.