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United Community School District Special Education Service Delivery Plan December 2025

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What process was used to develop the 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.”

How will service be organized and provided to eligible individuals?

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 the 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 the direct instruction, testing, grading, and behavioral management as specified in the IEP. The special education teacher support may include assisting the general education teacher with the design and preparation of materials, adaptations and accommodations. The special education teacher is responsible for monitoring the student’s progress on IEP goals.

General education with direct special education support in the general education classroom. The student receives special education support for the general education curriculum in the general education setting. The special education teacher, support service provider, or trained paraprofessional will be in the general education classroom to provide direct instruction, instructional support, or other assistance to the student or a group of students, through models such as collaborative or co-teacher. The special education/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 education 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.

Regular Early Childhood Program (Preschool/Early Childhood 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 preschool 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.

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.

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

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 trimesterly and as needed by individual special education teachers and their building special education director.

In determining teacher caseloads, United Community will use the following rubric 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 38 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 prevent the affected teacher's ability to provide the services and supports specified in his or her student's IEP.

What procedures will a special education teacher use to resolve a caseload concern?

Caseloads will be reviewed at least trimesterly by individual LEA special education teachers with their building principal and/or special education director. 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, accompanied by a completed caseload worksheet, roster, and weekly schedule.
- Requests should initially be given to an individual's principal
- The person requesting the review is responsible for gathering relevant information to support their request. This information might include, but is not limited to:
 - o IEPs
 - o Schedule and instructional groupings
 - o Collaborative/ co-teaching assignments

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.
3. The request is reviewed for clarification with the principal.
4. The principal tries to resolve the concern at this point.
5. If the caseload concerns cannot be satisfactorily resolved, the request is then sent to the caseload committee (AEA representative, special education teachers, administrator, and school counselor). Within 15 working days, the caseload committee will review the request.
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.

Caseload Determination Worksheet

United Community School District November 2025 Caseload Determination Worksheet
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			Total points:
1.	How many IEP students are on the roster?	Level 1 _____ x 1 Level 2 _____ x 2 Level 3 _____ x 3	_____ _____ _____
2.	Identify each of the students in a category below. (Specially Designed Instruction/SDI minutes should be taken from the IEP, Services page. Indicate direct instruction from this teacher only, including specially designed instruction in a co-taught setting.)	a. Less than 1 hours per day of direct instruction _____ x .25 b. Between one and three hours per day of direct instruction _____ x .5 c. More than three and four hours per day of direct instruction _____ x 1 d. More than four hours of direct instruction _____ x 1.25	_____ _____ _____ _____
3.	How many students on the roster will have a 3-year reevaluation this school year?	_____ x 0.25	_____ _____
4.	With how many teachers does the teacher co-teach? *This can include a General Education Teacher providing Specially Designed Instruction/SDI, in which the Special Education Teacher must plan and oversee. <i>(True co-teaching is when both teachers share all instructional responsibility and accountability for a single group of students for whom they both have equal responsibility.)</i>	_____ x 1	_____ _____ _____ _____
5.	How many students are on a Behavior Intervention Plan (can also include students with Safety Plan within their BIP)	Requiring less than 2 hours per a month _____ x .5 2 to 4 hours per a month _____ x 1.0 More than 4 hours per a month _____ x 1.25	_____ _____ _____

6.	How many associates does the teacher supervise?	____ x .50	_____
7.	How many students are served off-site? (e.g. home-bound, long-term suspension, in gen. educ. preschools, etc.)	____ x 1	_____
8.	How many students are on Iowa Alternative Assessment?	____ x 1	_____
9.	How many students have two or more of the following support services: speech, OT, PT, assistive technology, hearing itinerant, vision itinerant?	____ x 0.25	_____
10.	Total number of goals that the Special Education Teacher serves:	____ x .25	_____
11.	How many students have Medicaid billing as a support service?	____ x .50	_____
12.	Preschool Teachers ONLY: How many students do not receive Special Education services?	_____	_____
TOTAL:			_____

Recommendations:

Ideal caseload would range from 30-38 points

If 30-34 points, the suggested amount of plan time (within the contract day) would be 30-40 minutes.

If 34-36 points, the suggested amount of plan time (within the contract day) would be 40-60 minutes.

If 36-38 points, the suggested amount of plan time (within the contract day) would be 60-70 minutes.

If exceeding 38 points, follow the Special Education Service Delivery Plan steps, including collaborative problem-solving conversation with administrator(s).

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?

United Community School District will examine their SPP/APR data to determine priorities and develop and action plans. If the district does meet SPP/APR requirements, the plan will be considered effective. If the district does not meet SPP/APR requirements, the district will work in collaboration with the State and AEA to create an action plan to promote progress towards the goals.

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 of placements to address the needs of eligible individuals aged 3 to 21, and shall provide the following:

1. The provision of accommodations and modifications to the general education environment and program, including setting and programs in which eligible individuals aged 3 through 21 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 teacher in the general classroom or in an environment other than the general classroom, including consultation with general education teachers.
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 a general education teacher.
4. The provision of specially designed instruction to eligible individuals with similar special educational 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.

Glossary of Terms/ Abbreviations

AEA- Heartland Area Education Agency

APR- Annual Progress Report

AT- Assistive Technology

BIP- Behavior Intervention Plan

DE- Iowa Department of Education

SPP- State Performance Plan

FBA- Functional Behavior Plan

IEP- Individual Education Plan

LEA- Local Education Agency (i.e. United Community School District)