

Central Lee Community School District

Service Delivery Plan



Central Lee Community School District

Continuum of Services

Regular Early Childhood Program & Early Childhood Special Education:

Early childhood special education and regular early childhood programs will implement the Iowa Quality Preschool Program Standards (QPPS) that meet the Preschool Program Standards as defined by the Iowa Department of Education.

Regular Early Childhood Program with consultation- The student is served in the regular early childhood program classroom without any accommodations or modifications to the curriculum, instruction, testing or grading. The service provider is responsible for consulting with the ECSE (Early Childhood Special Education) teacher and monitoring the student's progress according to the IEP.

Regular Early Childhood Program with consultation/accommodations- The student is served in the regular early childhood program with consultation and support from the ESCE teacher. The regular early childhood program teacher is responsible for direct instruction, testing, grading and behavioral management as specified in the IEP. The ECSE teacher support may include assisting the regular early childhood program teacher with the design and preparation of materials, adaptations and accommodations. The ESCE teacher is responsible for monitoring the student's progress on IEP goals.

Regular Early Childhood Program with direct special education support in the Regular Early Childhood Program classroom- The student receives special education support for the regular early childhood program curriculum in the regular early childhood program setting. The ESCE 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 ESCE teacher/service provider is responsible for monitoring the student's progress on IEP goals.

Early Childhood Special Education Program with direct special education support outside the Regular Early Childhood Program classroom- The student receives special education support for the regular early childhood program curriculum outside the regular early childhood program setting. When the services cannot be appropriately provided in the regular early childhood 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, special schools, home instruction, and instruction in hospitals and institutions). The ECSE teacher/service provider is responsible for monitoring the student's progress on IEP goals.

Kindergarten – 21 years of age:

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 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.

*Students may receive different services at multiple points along the continuum based on the IEP.

** The district will provide access to this continuum for all eligible individuals based on their IEP. Services may be provided within the district, or through contractual agreement with other districts and/or agencies.

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

Central Lee Community School District Caseload Review Procedures

Caseloads will be reviewed at least twice per year 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 specified caseload is exceeded. If a caseload is exceeded by 10% of the recommended points for a period of 6 weeks or more, 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 (Caseload Assistance Team) 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 might include, but is not limited to:
 - IEP's
 - Schedule and instructional groupings
 - I-plans
 - 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 your principal/supervisor.
3. The request is reviewed for clarification with your 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 10 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 5 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, they 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.

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Service Delivery Plan**

<p>1. What process was used to develop the delivery system for eligible individuals?</p>	<p>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 and general education teachers, administrators, and at least one representative of the AEA.</p>
<p>2. How will service be organized and provided to eligible individuals?</p>	<p>See "Continuum of Services"</p>
<p>3. How will caseloads of special education teachers be determined and regularly monitored?</p>	<p>The District's regular early childhood program and early childhood special education programs will meet the criteria of the Preschool Program Standard regarding maximum class size and teacher-child ratios. For programs K-21 years, maximum caseload shall not exceed 140 points according to the adopted matrix. See "Caseload Matrix and Roster".</p>
<p>4. What procedures will a special education teacher use to resolve caseload concerns?</p>	<p>See "Caseload Review Procedures"</p>
<p>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?</p>	<p>The district will examine their SPP/APR (State Performance Plan/Annual Progress Report) data to determine priorities and develop an action plan. The district will work in collaboration with the state and AEA. If the district meets SPP/APR (State Performance Plan/Annual Progress Report) requirements, the delivery system will be considered effective. If the district does not meet requirements, the process described in question 5 will be used.</p>

Teacher: _____

Student: _____

	Curriculum	IEP Goals	Specially Designed Instruction	Joint planning and consultation	Paraprofessional Support	Assistive Technology	FBA/BIP/ Behavior Plan
0	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 that provided for all students	Individual support needed similar to peers	Assistive technology use is similar to peers	Student requires no FBA or BIP
1	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 1 general education teacher or paraprofessionals over the course of each month	Additional individual support from an adult is needed for 25% or less of the school day	Assistive technology requires limited individualization and/or training for the student	Requires limited time assessment, planning, data collection and communication with others (not more than 2 hours per month)
2	Student requires significant modifications to the general curriculum	Student has 3 IEP goals.	26-75% or less of instruction is specially designed and/or delivered by special education personnel	Special education teachers conduct joint planning with 2 to 3 general education teachers or paraprofessionals over the course of each month	Additional individual support from an adult is needed for 26% to 75% of the school day	Assistive technology requires extensive individualization and/or training for the student	Requires 2 to 4 hours monthly for assessing, planning, data collection and communication with others
3	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 and/or delivered by special education personnel	Special education teachers conduct joint planning with more than 3 general education teachers or paraprofessionals over the course of each month	Additional individual support from an adult is needed from 76% to 100% of the school day	Assistive technology requires extensive individualization and/or training for the student- Significant maintenance and/or upgrades for continued effective use are anticipated	Requires more than 4 hours for assessing, planning, data collection and communication with others

Total _____