

Central City Community School District

Special Education

Service Delivery Plan

Adopted Dec. 15, 2014

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 AEA.

Advisory Board Members:

Jason McLaughlin	H.S. Principal
Kathy Wells	High School Special Education Teacher
Meejin Kramer	Elementary Regular Education Teacher
Rose Heims	Elementary Special Education Teacher
Randy and Brandi	
Vande Vegte	Parents of an Eligible Individual
Shane Boeve	Special Education Regional Administrator, Grant Wood AEA

Date of Board Action: December 15, 2014

Date of Review: September 2014

District Developed Special Education Service Delivery Plan Central City Community Schools

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Continuum of Services

Early Childhood. The student is served in a Regular Early Childhood Program that meets the Iowa Quality Preschool Program Standards.

Multi-Tiered System of Supports. The purpose of MTSS is to intervene early for any child who is presenting academic or behavioral concerns. This intervention leads to a better understanding of the supports children need in order to be successful in the general education curriculum (Iowa Core) and school setting. The data collected during MTSS assists in determining which children may be children with potential exceptionalities who need to move to initial evaluation for special education. Collaboration between special and general education staff is an important part of the MTSS process. The MTSS process should continue until a successful intervention is determined, when it is evident that the successful intervention requires resources beyond those available in general education, and/or when the team suspects the child is a child with an exceptionality (disability or giftedness). The MTSS team is responsible for planning and implementing the interventions.

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, accommodations and modifications or other adaptations as may be needed. 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 teaching or co-teaching. The special education teacher/service provider is responsible for monitoring the student's progress on the 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.

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 the 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. Individual district special education teachers with their building principal and/or special education coordinator will review caseloads at least twice during the school year.

A “full” teacher caseload will be considered to be 55 total points. If a teacher’s caseload exceeds this number, the teacher and the principal will meet to discuss whether the teacher is able to provide the services and supports specified in his or her students’ IEP’s. 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’ IEP’s, 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’ IEP’s, the teacher may initiate the process for resolving caseload concerns that is described in this plan.

In determining special education teacher caseloads, the Central City 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.
- 1 point:** Each student who will have a three-year reevaluation during the current year.
- 1 point:** Each student who will have transition planning done as part of his or her IEP during the current year.
- 1 point:** Each student for whom the teacher plan and supervises work experience.
- 1 point:** Each teacher preparation 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 (FBA/BIP).
- 1 point:** Each paraprofessional with whom the special education teacher collaborates.

Caseload Determination con't.

1 point: Each student served off-site (e.g., hospital, homebound, general education preschool, etc.)

Caseload Determination

1. How many 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 two and five hours per day of instruction
____ x 1.25 _____
 - c. More than five hours per day of direct instruction
____ x 1.50 _____
 3. How many students on your roster will have a 3-year re-evaluation this year?
____ x 1.0 _____
Transition planning ____ x 1.0 _____
 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 upon an adult for their physical needs? _____
 7. How many students are on a BIP? _____
 8. With how many associates do you collaborate? _____
 9. How any special education students do you serve?
(e.g. hospitalized, homebound, in general education preschools, in individual classes, other?) _____
- TOTAL** _____

Early Childhood Special Education Delivery

The Central City School District's Early Childhood Special Education Program will implement the criteria of the selected program standards regarding maximum class size and teacher-child ratios.

Resolving Caseload Concerns

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 the caseload limit is or will be exceeded by 10% for a period of six (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 might 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, and responds in writing within five (5) working days.
4. If the caseload concerns cannot be satisfactorily resolved, the request is then sent to the caseload committee.
5. Within ten (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 five (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, he or she may appeal to the Area Education Agency Director of Special Education.
9. The Area Education Agency Director or their designee will meet with the personnel involved and will provide a written decision.

Evaluating the Effectiveness of the Delivery System

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 the Area Education Agency.

**District Developed Special Education Service Delivery Plan
Central City Community Schools
Public Comment Draft**

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 plan available for public comment. The District Plan may be viewed in the district office of the Central City Community School District. If you have comments that you wish to be considered before this plan is finalized, please submit those comments to:

Buffy Campbell
Special Education Facilitator
Central City Community Schools
400 Barber Street
Central City, IA 52214
bcampbell@central-city.k12.ia.us

1-319-438-6181

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 the 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 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 Area Education Agency representative (selected by the AEA Special Education Director).

The district assures the Area Education Agency 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.