

# Keokuk Community School District Developed Service Delivery Plan

May 2014



**Keokuk CSD**  
**Developed Service Delivery Plan**

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**Table of Contents**

<b>Topic</b>	<b>Page</b>
Overview of Steps	1
Committee Representation	2
Overview of Content Requirements	3
Assurances	4
Content Requirements	5
Public Comment	17
Compliance Verification	18
School Board Approval of Plan	19
Checklist of Requirements (Keokuk CSD/AEA SPED Director)	20
Timelines	21

**Overview of Steps**

<b>Step</b>	<b>Action</b>
1	The Keokuk CSD selects the committee.
2	The committee reviews and analyzes data and develops the plan.
3	The plan is available for public comment.
4	The AEA Special Education Director verifies compliance.
5	The Keokuk CSD school board approves the plan prior to adoption.
6	The plan is reviewed in connection with the 5 year accreditation cycle or earlier if required by a determination given by the state.

# **Keokuk CSD Developed Service Delivery Plan**

## **Committee Representation**

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### **Administrative Rules**

**41.408(2)c(1)** The Keokuk CSD 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.

### **2013-2014 Committee**

- Matt McGhghy (Parent of eligible individual)
- Jill Evans (Special education teacher)
- Lindsay Figge (Special education teacher)
- Corey St. John (Keokuk CSD administration)
- Kim Kirchner (Great Prairie AEA)
- Lisa Weis (General education teacher)

# Keokuk CSD Developed Service Delivery Plan

## Content Requirements Overview

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### Overview

The content requirements of the Keokuk CSD Developed Plans will be met through a set of five questions and a series of assurances. As part of this plan, Keokuk CSD must describe how Early Childhood Special Education (ECSE) instructional services are provided to meet the needs of eligible children.

### Administrative Rules

**41.408(2) Delivery System.** An agency shall use the following developmental 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...(Administrative Rules of Special Education, 2010)

### 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? How will the delivery system for eligible individuals address needs identified by the state in any determination made under Chapter 41? What process will be used to evaluate the effectiveness of the delivery system for eligible individuals?

## **Keokuk CSD**

### **Developed Special Education Service Delivery Plan Assurances**

The Keokuk CSD 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 Keokuk CSD assures that prior to the school board adoption, this delivery system was available for comment by the general public.
- The Keokuk CSD 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 Keokuk CSD assures the AEA Special Education Director verified the delivery system is in compliance with the Iowa Administrative Rules of Special Education.
- The Keokuk CSD assures the school board has approved the service delivery plan for implementation.

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

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The Keokuk CSD 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. Other information should include:

- Matt McGhghy (Parent of eligible individual), Jill Evans (Special education teacher), Lindsay Figge (Special education teacher), Corey St. John (Keokuk CSD administration), Kim Kirchner (Great Prairie AEA), Lisa Weis (General education teacher)
- Board Action Date: June 16, 2014
- The plan will be communicated via the school Keokuk CSD website [www.keokukschools.org](http://www.keokukschools.org)

## **Question 2: How will Keokuk CSD services be organized and provided to eligible individuals?**

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### **Keokuk CSD Continuum of Services**

**Consulting Teacher Services:** Consulting Teacher services are defined as indirect services provided by a certified special education teacher to a general education or regular early childhood program teacher in adjusting the learning environment and/or modifying his/her instructional methods using specially designed instruction strategies to meet the individual needs of a student with a disability receiving instruction in the general education classroom or program.

**Co-Teaching Services:** Co-teaching services are defined as the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and nondisabled students. These services are provided by the special education teacher and general education or regular early childhood program teacher in partnership to meet the content and skill needs of students in the general education classroom or program. These services take shape in a variety of ways. For example, teachers co-plan, divide the class, and provide the instruction to smaller groups, or teachers co-plan and then co-instruct different components of the content. In all co-teaching arrangements, the special educator takes primary responsibility for designing and delivering specially designed instruction, assuring access to the general curriculum, and assessing the progress of students with IEPs. The effectiveness of services provided through co-teaching have a strong research base.

**Collaborative Services:** Collaborative services are defined as direct specially designed instruction provided to an individual student with a disability or to a group of students with disabilities by a certified special education teacher in a general education classroom or regular early childhood program to aid the student(s) in accessing the general education curriculum. These services are provided simultaneously with the general education or preschool content area instruction.

**Out-of-Class Services:** Out-of-Class services (e.g., Pull-Out) are defined as direct specially designed instruction provided to an individual student with a disability or a group of students with disabilities by a certified special education teacher to provide supplementary instruction that cannot otherwise be provided during the student's regular instruction time. These services are provided in an individual or small group setting for a portion of the day. These services supplement the instruction provided in the general education classroom or program through Consulting Teacher services or Collaborative/Co-teaching services. The specially designed instruction provided in settings outside of the general education classroom or Regular Early Childhood Program does not supplant the instruction provided in the general education classroom.

**Special Class/Early Childhood Special Education Program (ECSE):** Special Class or ECSE services are defined as direct specially designed instruction provided to an individual student with a disability or group of students with disabilities by a certified special education teacher to provide instruction which is tied to the general education or preschool curriculum, but has been modified to meet the unique needs of the student(s) in a self-contained setting (including, but not limited to special classes/ECSE Program, special schools, home instruction, and instruction in hospitals and institutions). This means the student is receiving his or her primary instruction separate from non-disabled peers.

Students may receive different services at multiple points along the continuum based on the IEP. The Keokuk CSD will provide access to this continuum for all eligible individuals based on their IEP. Services may be provided within the Keokuk CSD, or through contractual agreement with other districts or agencies. The continuum includes services for eligible individuals ages 3-21.

**Regular Early Childhood Program with Teacher holding Dual Endorsements** (i.e., Endorsement 100: Teacher—Prekindergarten through grade three, including 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 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.

**Question 3: How will Keokuk CSD caseloads of special education teachers be determined and regularly monitored?**

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## Keokuk CSD Caseload Determination

**Teacher:**

**Student:**

	Curriculum	IEP Goals	Specially Designed Instruction (SDI)	Joint Planning and Consultation	Para Support	Assistive Technology	FBA/BIP
<b>Zero Points</b>	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 what is provided for all students	Individual support needed similar to peers	Assistive technology use is similar to peers	Student requires no FBA or BIP
<b>One Point</b>	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 one general education teacher or para over the course of each month	Additional individual adult support is needed for 25% or less of the school day	AT requires limited teacher-provided individualization or training for the student	Requires limited time assessment, planning, data collection and communication with others (not more than 2 hours per month)
<b>Two Points</b>	Student requires significant modifications to the general curriculum	Student has 3 IEP goals	26-75% or less of instruction is specially designed or delivered by special education personnel	Special education teacher conducts joint planning with 2 to 3 general education teachers or paras over the course of each month	Additional individual adult support is needed from 26% to 75% of the school day	AT requires extensive teacher-provided individualization or training for the student	Requires 2 to 4 hours monthly for assessing, planning, data collection and communication with others
<b>Three Points</b>	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 -100% of instruction is specially designed or delivered by special education personnel	Special education teachers conduct joint planning with more than 3 general education teachers or paras over the course of each month	Additional individual adult support is needed from 76-100% of the school day.	AT requires extensive teacher-provided individualization or training for the student. Significant maintenance or upgrades are anticipated	Requires more than 4 hours for assessing, planning, data collection and communication with others

## **Keokuk CSD Caseload Determination**

Keokuk CSD 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 three times during the school year by individual Keokuk CSD special education teachers with their building principal or special education coordinator.

In determining teacher caseloads, the Keokuk CSD will use the following values to assign points to the programs of each eligible individual receiving an instructional program in the Keokuk CSD.

A teacher may be assigned a caseload with no more than 150 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 impair the affected teacher's ability to provide the services and supports specified in his or her student's IEPs.

### **Curriculum**

**Zero Points:** Student is functioning in the general education curriculum at a level similar to peers.

**One Point:** Student requires limited modifications to the general curriculum.

**Two Points:** Student requires significant modifications to the general curriculum.

**Three Points:** Significant adaptation to grade level curriculum requires specialized instructional strategies. Alternate assessment is used to measure progress.

## **IEP Goals**

Zero Points: Student has IEP goals instructed by another teacher or service provider.

One Point: Student has 1-2 IEP goals.

Two Points: Student has 3 IEP goals.

Three Points: Student has 4 or more IEP goals.

## **Specially Designed Instruction**

Zero Points: Student requires no specially designed instruction.

One Point: 25% or less of instruction is specially designed or delivered by special education personnel.

Two Points: 26-50% or less of instruction is specially designed or delivered by special education personnel.

Three Points: 51 to 100% of instruction is specially designed or delivered by special education personnel.

## **Joint Planning and Consultation**

Zero Points: Joint planning typical for that provided for all students.

One Point: Special education teachers conduct joint planning with one general education teacher or paraprofessionals over the course of each month.

Two Points: Special education teachers conduct joint planning with 2 to 3 general education teachers or paraprofessionals over the course of each month.

Three Points: Special education teachers conduct joint planning with more than 3 general education teachers or paraprofessionals over the course of each month.

## **Paraprofessional Support**

Zero Points: Individual support needed similar to peers.

One Point: Additional individual support from an adult is needed for 25% or less of the school day.

Two Points: Additional individual support from an adult is needed for 26 to 50% of the school day.

Three Points: Additional individual support from an adult is needed from 51 to 100% of the school day.

## **Assistive Technology**

Zero Points: Assistive technology use is similar to peers.

One Point: Assistive technology requires limited teacher-provided individualization or training for the student.

Two Points: Assistive technology requires extensive teacher-provided individualization or training for the student.

Three Points: Assistive technology requires extensive teacher-provided individualization or training for the student. Significant maintenance or upgrades for continued effective use are anticipated.

## **Functional Behavior Assessment (FBA)/Behavior Intervention Plan (BIP)**

Zero Points: Student requires no FBA or BIP.

One Point: Requires limited time assessment, planning, data collection and communication with others (not more than 2 hours per month).

Two Points: Requires 2 to 4 hours monthly for assessing, planning, data collection and communication with others.

Three Points: Requires more than 4 hours for assessing, planning, data collection and communication with others.

## **Question 4: What procedures will a Keokuk CSD special education teacher use to resolve caseload concerns?**

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### **Resolving Keokuk CSD Caseload Concerns**

Keokuk CSD caseloads will be reviewed at least three times per year (September, January, and April) by individual LEA special education teachers with their building principal 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 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 may 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.
4. The principal/supervisor 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.
6. Within 15 working days, the caseload committee will review the request and give a recommendation to the individual's principal/supervisor.
  7. Upon receipt of the committee's recommendation, the principal will review the information and discuss it with the individual.
  8. Within 10 working days, the principal will meet with the individual and provide a written determination.
  9. If the person requesting the review does not agree with the determination, he or she may appeal to the AEA Director of Special Education.
  10. The AEA Director/designee will meet with personnel involved and will provide a written decision.

### **Adjusted Keokuk CSD Caseload Status**

If a district is exceeding the limits specified in this plan, it may ask the AEA Special Education Director to grant an adjusted caseload status.

An AEA may grant an adjusted caseload status for "good cause shown." 41.408(2) g. A showing of good cause is highly dependent on the facts and circumstances surrounding the request and a determination of "good cause" is within the sound discretion of the AEA Special Education Director. As a general rule, "good cause" will not be satisfied by a Keokuk CSD's unsupported request for an adjustment to its caseload, and will typically require demonstration that the Keokuk CSD considered other alternatives before seeking an adjustment. As with all special education questions, the primary concern should be the Keokuk CSD's ability to provide a FAPE in the LRE to the eligible individuals it serves.

**Question 5: How will the Keokuk CSD delivery system for eligible individuals meet the targets identified in the state's performance plan? How will the Keokuk CSD delivery system for eligible individuals address needs identified by the state in any determination made under Chapter 41? What process will be used to evaluate the effectiveness of the delivery system for eligible individuals?**

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## **Individual**

Individual student progress on IEP goals will be reviewed and discussed on a regular and on-going basis (every 9-12 week(s)) by the special education and general education teacher(s) along with the AEA consultant/specialist and school administrator as appropriate. The purpose of this review is to determine if adequate progress is being made, if any adjustment in instruction is needed, or if other targeted or intensive interventions through RtI or special education are indicated. (Note: Changes in goals, proficiency criteria, or LRE must occur through an IEP team meeting.)

## **Keokuk CSD: Aggregated by School and Keokuk CSD**

Each school in the Keokuk CSD will review student progress monitoring, formative, or summative evaluations every 9-12 week(s). The IEP subgroup performance in both reading and math will be reviewed and discussed by grade level teams which include both general and special education teachers. Subgroup achievement, growth, and the achievement gap will be included as items for discussion and planning. Schools with a subgroup achievement gap; thus, impeding progress toward meeting the Keokuk CSD SPP/APR requirements, will develop a school-based plan to close the achievement gap by grade level in each school. These plans will be monitored at the school every semester and at the Keokuk CSD level at the end of each school year. In the event that this process creates the need to revise the DDS DP, the Keokuk CSD will follow the process to revise and readopt the DDS DP.

## **Keokuk CSD: Disaggregated by School Levels**

At the Keokuk CSD level, IEP subgroup data for each school, along with the plans as described above, will be reviewed on an annual basis by the Keokuk CSD's leadership team. IEP student data will also be disaggregated and examined by school level (elementary, middle, high). In addition, the Keokuk CSD will examine their SPP/APR data to determine priorities and develop an action plan as needed. If the Keokuk CSD meets SPP/APR requirements, both procedural and performance, the delivery system will be considered effective. If the Keokuk CSD does not meet requirements, the Keokuk CSD will work in collaboration with the State and AEA.

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## **Plan Available for Public Comment Explanation**

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### **Notifying Public of a Plan for Review**

The Keokuk CSD will need to notify the public that the Keokuk CSD Developed Plan is available for review by

- Keokuk CSD website

### **Public Viewing of the Plan**

The Keokuk CSD Developed plan will be available for public viewing in the following locations throughout the Keokuk CSD:

- Administration office
- School buildings throughout the Keokuk CSD
- Keokuk CSD website

### **Timeline for Public Comment**

05/28/2014-06/16/2014

### **Receipt and Consideration of Public Comment**

Public comment can be provided in writing or orally. The Keokuk CSD must review and consider all public comments and make any necessary modifications to their Keokuk CSD Developed Service Delivery Plan, as appropriate.

## Compliance Verification Administrative Rule

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41.408(2) c (3) The director shall verify that the delivery system is in compliance with these rules prior to LEA board adoption.

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## Keokuk CSD School Board Approval of Plan

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### Administrative Rule

41.408(2) c (5) The LEA board shall approve the system prior to adoption.

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## Keokuk CSD and AEA Special Education Director

### Checklist for Requirements

Keokuk CSD	Requirements	AEA Special Education Director
	Development of the committee with appropriate representation	
	AEA represented by Director appointee	
	Description of special education instructional services includes the full continuum	
	Caseload descriptions include: <ul style="list-style-type: none"> <li>• Definition of teacher caseload (e.g., number of students, number of points)</li> <li>• Who will monitor caseloads</li> <li>• How often caseloads will be monitored</li> </ul>	
	Description of procedures for resolving caseload concerns	
	Description of how the Keokuk CSD will address: <ul style="list-style-type: none"> <li>• Individual student progress monitoring and analysis of achievement data</li> <li>• IEP subgroup achievement data SPP/APR targets</li> <li>• LEA determinations</li> <li>• Plan evaluation and effectiveness</li> </ul>	
	Final approval by the school board including input from public comments	
	Plan entered in C-Plan and certified by September 15 of the year following the site visit	
	Assurances certified by the Keokuk CSD annually by September 15	

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**AEA Special Education Director Signature**

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**Date:**

## Keokuk CSD Timeline

<b>Date</b>	<b>Activity</b>
May 2014	Development team is created
May 2014	Development team creates plan
June 2014	Public comment period
June 16, 2014	School board approves final DDSDP
July 2014	Plan goes to AEA Special Education Director for compliance verification
August-September 2014	Plan is entered into the C-plan

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## Keokuk CSD and AEA Special Education Director Checklist for Requirements

<b>Is compliant with rules</b>	<b>Requirements</b>	<b>If not compliant, AEA Special Education Director comment</b>
<input type="checkbox"/>	AEA representative appointed by Director	
<input type="checkbox"/>	Description of special education services includes full continuum	
<input type="checkbox"/>	Caseload descriptions includes <ul style="list-style-type: none"> <li>• A definition of a teacher caseload (e.g., number of students, number of points, etc.)</li> <li>• Who will monitor caseloads</li> <li>• How often caseloads will be monitored</li> </ul>	
<input type="checkbox"/>	Description of procedures for resolving caseload concerns	
<input type="checkbox"/>	Description of how the Keokuk CSD will address: <ul style="list-style-type: none"> <li>• SPP/APR targets</li> <li>• LEA determinations assigned by the state</li> <li>• Plan evaluation and effectiveness</li> </ul>	
<input type="checkbox"/>	Plan submitted to the AEA Special Education Director for internal review	
<input type="checkbox"/>	Regional Director writes letter to Superintendent indicating plan is approved or identifying items that need addressed	
<input type="checkbox"/>	Final approval by Keokuk CSD school board	
<input type="checkbox"/>	Plan inserted into Comprehensive School Improvement Plan by Sept. 15	
<input type="checkbox"/>	Special Education Director approves the plan after Sept. 15 submission	