

Keokuk Community School District's
Special Education Plan

Initial Presentation to Keokuk Board of Education: March 23, 2009

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Question 1: Process Used to Develop the Delivery System

The delivery system was developed in accordance with Iowa Administrative Code 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 a representative from the AEA (See Appendix A).

An outline of the activities follows--

1. Lora met with Melody Raub to discuss the new LEA Special Education plan
2. Lora met with Jill Evans to discuss the new LEA Special Education plan requirements and the formation of the committee
3. Lora developed a tentative committee (See Appendix A) including special education teachers (at all levels and both resource and SCIN), regular education teachers, administrators representing all levels, parents of identified special education students, and representatives from Great Prairie Area Education Agency
4. Special education plan committee approved by Board of Education—January 26, 2009
5. Lora and Jill met to review in -depth the requirements and begin plan development
6. Jill and Lora divided sections of the requirements and worked individually on those sections
7. Jill and Lora met with the GPAEA with Melody Raub and Sue Rogers to review preliminary work (February 17, 2009)
8. First full meeting of Special Education Plan Committee (February 17, 2009 @ 4 p.m. in Keokuk Middle School)
9. Jill and Lora reviewed comments and finalize and revise
10. Presented proposed plan to Keokuk's K-12 Special Education teachers and district administrators
11. Jill, Melody, Lora, and Susan met to review all components of the plan including the appendices on March 6, 2009.
12. Jill, Melody, Lora and Susan attended the ICN session on District Developed Service Delivery Plans (March 6, 2009).
13. Revisions made to plan
14. Presented proposed plan to KCSD's administrators on March 11, 2009
15. Jill and Lora revised plan based on the special education teachers' and administrators' recommendations and comments
16. Presented plan to Special Education Plan Committee (March 12, 2009)
17. Modifications made to plan based on committee's comments
18. Presented draft of plan to the Board (March 23, 2009)
19. Provide plan to Mary Ellen Becker (Great Prairie AEA) for approval
20. Made changes to plan based on AEA's recommendation
21. Posted to Keokuk website for 30 days for public comment
22. Made changes based on comments
23. Board of Education approved special education plan (May 11, 2009)
24. Begin implementing plan (September 15, 2009)

Question 2: Organization of Service and how will be provided

Continuum of Services including Regular Early Childhood Program

Consulting Teacher Services: Consulting Teacher services are defined as indirect services provided by a certified special education teacher to a general education teacher so that the individual needs of a student with a disability may receive instruction in the general education classroom. These services may include:

- adjusting the learning environment.
- modifying general education teacher's instructional methods.
- utilizing specially designed instruction strategies.

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. Co-teaching services:

- are provided by the special education teacher and general education teacher in partnership.
- focus on meeting the content and skill needs of the special education students along with regular education students in the general education classroom.
- take shape in a variety of manners—
 - **One Teach, One Observe:** One of the advantages in co-teaching is that more detailed observation of students engaged in the learning process can occur. With this approach, for example, co-teachers can decide in advance what types of specific observational information to gather during instruction and can agree on a system for gathering the data. Afterward, the teachers should analyze the information together.
 - **Station Teaching:** In this co-teaching approach, teachers divide content and students. Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group. If appropriate, a third "station" could give the students the opportunity to work independently.
 - **Parallel Teaching:** On occasion, students' learning would be greatly facilitated if they just had more supervision by the teacher or more opportunity to respond. In parallel teaching, the teachers are both teaching the same information, but they divide the class group and do so simultaneously.
 - **Alternative Teaching:** In most class groups, occasions arise in which several students need specialized attention. In alternative teaching, one teacher takes responsibility for the large group while the other works with a smaller group.
 - **Teaming:** In teaming, both teachers are delivering the same instruction at the same time. Some teachers refer to this as having "one brain in two bodies." Others call it "tag team teaching." Most co-teachers consider this approach the most complex but satisfying way to co-teach, but it is the approach that is most dependent on teachers' styles.

- One Teach, One Assist: In this approach to co-teaching, one person would keep primary responsibility for the teaching while the other professional circulates through the room providing unobtrusive assistance to students as needed.
- may utilize "team teaching."
 - Complementary Teaching: The special education teacher plans with the general education teacher to design and present instruction in such a way to give all students access to the content. This approach to content includes: a) thinking deeply about what students need to know, b) selecting the central concepts that make the details and facts hang together, c) identifying relationships among these concepts, d) selecting and constructing instructional devices that enhance content, and e) presenting the content in such a way that actively involves students while enhancing their learning.
 - Supportive Teaching: The general education teacher teaches core content and the special education teacher teaches acquisition and memory strategies (e.g. outlining information, using mnemonics, and notetaking).
 - Supplemental Teaching: The teachers co-plan, divide the class, and provide instruction to smaller groups. Sometimes the teachers co-plan and then co-instruct different components of the content.
 - Re-teaching: The general educator and special educator provides primary core content instruction, and the special education teacher "re-teaches" the student the content as needed. The general educator is considered "the teacher of record" which means he or she gives the grade in the subject, assures that the student is making progress, and certifies that the students has met the course requirements. The special educator utilizes a variety of teaching strategies to assist the student in making progress.

Pull-Out Services: Pull-Out services:

- are specially designed instruction provided to an individual student with a disability or a group of students with disabilities.
- are provided by a certified special education teacher.
- provide supplementary instruction that cannot otherwise be provided during the student's regular instruction time.
- are provided in an individual or small group setting for a portion of the day.
- supplement the instruction provided in the general education classroom through Consulting Teacher services or co-teaching services.
- do **not** supplant the instruction provided in the general education classroom.

Special Class including Early Childhood: Special Class services:

- are specially designed instruction provided to an individual student with a disability or a group of students with disabilities.
- are provided by a certified special education teacher.
- provide instruction which is tied to the general education curriculum, but has been modified to meet the unique needs of each student in a self contained setting.
- provide the students' primary instruction separate from non-disabled peers.
- include, but are not limited to special classes, special schools, home instruction, and instruction in hospitals and institutions.

Other Considerations:

- 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.

Question 3: Determination of Special Education Teacher Caseloads and Monitoring of Those Caseloads

The process used to determine special education teacher caseloads and the monitoring of the caseloads is described below.

1. Lora and Jill met to review the teacher caseload samples.
2. Jill took the MS special education teachers and students and "tested" the samples.
3. Lora and Jill reviewed the "tested" samples. Developed "Teacher Caseload Roster" based on sample provided.
4. Met with Melody Raub and Susan Rogers on caseload samples. Discussed models being used by other districts in GPAEA.
5. Reviewed caseload example 1 and made modifications to better meet Keokuk needs and create a parallel structure.
6. Discussed sample teacher caseloads with special education planning team.
7. Revised draft of caseload matrix based on special education planning team suggestion.
8. Met with K-12 special education teachers and building principals to discuss the caseload development plan (Thursday, February 19 @ 3 p.m.; Friday, February 20 @ 7:30 a.m.)
9. K-12 special education teachers tested revised matrix with their students. Provided results to Jill and Lora along with suggestions for revision of matrix.
10. Jill and Lora revised matrix based on teachers' feedback (March 6, 2009) along with Melody Raub and Susan Rogers.
11. Presented revisions to special education planning team and special education teachers (March 11, 2009).
12. Finalized caseload matrix (See Appendix B).
13. Finalized "Teacher Caseload Roster" (See Appendix C).

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. 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.

Each fall a team will review all special education teacher caseloads and carefully review the range of points assigned to each teacher.

In determining teacher caseloads, the Keokuk Community School District will use the Special Education Matrix (Appendix B) and Caseload Roster (Appendix C).

In determining caseloads a typical range will be between 115-150 points. A teacher may be assigned a caseload of no more than 160 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 IEPs.

Regular Early Childhood Programs and Early Childhood Special Education Special Education programs will follow the standards and guidelines established by the IQPP (Iowa Quality Preschool Program) with consideration of age and ability span.

Question 4: Procedure Used by Special Education Teacher to Resolve Caseload Concerns

The process outlined below was used to develop the procedures for resolving caseload concerns.

1. Lora and Jill met to review the sample documents on resolving caseloads.
2. Met with Melody Raub and Susan Rogers on the resolving caseload samples. Discussed models being used by other districts in GPAEA.
3. Reviewed caseload example 1 and made modifications to better meet Keokuk needs and create a parallel structure.
4. Discussed sample resolution of teacher caseload document with special education planning team.
5. Revised draft of caseload resolution based on special education planning team suggestion.
6. Met with K-12 special education teachers and building principals to discuss the caseload resolution development.
7. Jill and Lora revised resolution based on teachers' feedback.
8. Presented revisions to special education planning team and special education teachers.
9. Finalized caseload resolution (See Appendix D).

Question 5: Meeting State Special Education Performance Targets

The district will examine the SPP (State Performance Plan)/APR (Annual Performance Report) 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 AEA.

Appendix A: Special Education Plan Committee

Appendix B: Caseload Matrix

Appendix C: Teacher Caseload Roster

Appendix D: 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, caseloads 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.
- 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

- A committee (Caseload Assistance Team—CAT) will be appointed annually to serve as a review team in collaboration with the building principal/supervisor. A CAT team will be composed of three teachers representing each level, building administrator from the building where the concern originates, the district special education coordinator, and an AEA representative.
- 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 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 (CAT).
5. Within 15 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 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.