

# District Developed Special Education Service Delivery Plan 2019 - 2024 Community School District

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## 1. What was the process used to develop the delivery system for eligible individuals?

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, administrators, and at least one representative of the AEA.

Other information includes:

### **Committee Members:**

Amy Pihl (Torrence. SPED), Shannon Tackes (HAW. SPED), Jeff Sisk (KMS SPED), Kris Moser (GW SPED), Danielle Vogel (KHS SPED), Sandra Frazier (KHS SPED), Lindsey Gooding (KHS SPED & Parent), Matt McGhghy (KHS SPED), Brenda Varner (KMS SPED), Jen Frazee (GW SPED), Bonnie Peevler (GPAEA), Ryals Parker (HAW Admin), Heather Davis (KHS Admin), Jeri Moritz (KCSD Admin), and Cindy Heitman (Parent)

### **Timeline:**

January 18, 2019 - Initial planning meeting for the development of the DDS DP.

May 10, 2019 - Admin planning meeting for initial committee meeting.

May 20, 2019 - DDS DP Committee initial draft developed.

May 28, 2019 - DDS DP Committee review the draft in preparation for submittal to the AEA for review.

May 28, 2019 – DDS DP Committee members work with building Special Education team members in the use of the revised matrix and submit completed forms for caseloads to the District.

July 10 – July 25, 2019 – DDS DP Open for public review and comments.

July 25, 2019 – DDS DP sent to GPAEA for review

### **Board Action Date:**

### **Communication:**

The plan will be communicated:

- Via the district website at [www.keokukschools.org](http://www.keokukschools.org)
- As a part of the onboarding process for all new hires.
- As a part of the opening school year during building staff opening meetings to all staff members.
- To the parents of our special education students during annual IEP reviews by referring them to the link for DDS DP on the district website.

## 2. How will services be organized and provided to eligible individuals?

**Consulting Teacher Services:** Consulting teacher services are defined as indirect services provided by a certified special education teacher to a general education teacher 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 general education classroom or program. These services take shape in a variety of ways. For example, 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 (SDI), ensuring access to the general curriculum, and assessing the progress of students with IEPs. Co-teaching can be utilized for SDI minutes.

**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 (suggested 25% of full class roster) 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.

### 3. How will the caseloads of special education teachers be determined and regularly monitored?

#### Keokuk CSD Caseload Determination Rubric

Teacher:

Student:

Total Points:

	Curriculum	IEP Goals	Specially Designed Instruction (SDI)	Joint Planning and Consultation	Para Support	Assistive Technology	Behavior and/or FBA/BIP
<b>Zero Points</b>	The student is functioning in the general education curriculum at a level similar to peers.	Student has zero (0) IEP goals.	Student requires no specially designed instruction	Collaboration is not listed within the IEP.	Individual support is not listed within the IEP.	Assistive technology is not listed within the IEP.	Behavior is not marked as a concern on IEP and student requires no FBA or BIP
<b>One Point</b>	The student is allowed accommodations to the general curriculum in 1 subject	The student has one(1) IEP goal	25% or less of instruction is specially designed and/or delivered by special education personnel. Co-teaching can be utilized for SDI minutes.	Special education teacher collaborates with one qualifying personnel, such as general education teacher and a special education teacher, AEA service provider, 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 teacher-provided individualization or training for the student.	Receives Tier 2 supports. This requires assessment, planning, data collection and communication with others. Behavior is marked as a concern on IEP and the student requires behavior monitoring (Check-In/Check-Out, Point Sheet, Check and Connect, etc.).
<b>Two Points</b>	The student is allowed accommodations to the general curriculum in 2 subjects.	The student has two (2) IEP goals.	26-50% or less of instruction is specially designed or delivered by special education personnel. Co-teaching can be utilized for SDI minutes.	Special education teacher collaborates with 2 qualifying personnel, such as general education teachers, a special education teacher, AEA service provider, or paraprofessionals over the course of each month.	Additional individual support from an adult is needed from 26% to 50% of the school day.	Assistive technology requires extensive teacher-provided individualization or training for the student.	Receives Tier 3 supports. This includes monthly assessment, planning, data collection and communication with others. Behavior is marked as a concern on the IEP.
<b>Three Points</b>	The student is allowed accommodations to the general curriculum in 3 or more subjects.	The student has three (3) IEP goals.	51-75% of instruction is specially designed or delivered by special education personnel. Co-teaching can be utilized for SDI minutes.	Special education teacher collaborates with 3 qualifying personnel, such as general education teachers, a special education teacher, AEA service provider, or paraprofessionals over the course of each month.	Additional individual support from an adult is needed from 51-75% of the school day.	Assistive technology requires extensive teacher-provided individualization or training for the student. Significant maintenance or upgrades for continued effective use are anticipated.	Behavior is marked as a concern on IEP and student requires FBA/BIP.

<b>Four Points</b>	Student requires significant modifications and alternate assessment is used to measure progress.	The student has four (4) or more IEP goals.	76 -100% of instruction is specially designed or delivered by special education personnel. Co-teaching can be utilized for SDI minutes.	Special education teacher collaborates with 4 or more qualifying personnel, such as general education teachers, a special education teacher, and AEA service provider professionals over the course of each month.	Additional individual adult support is needed from 76-100% of the school day.		Student receives Medicaid billable services for behaviors.
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## **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 156 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. Student is allowed accommodations/modifications to the general curriculum in 1 subject

Two Points: Student requires significant modifications to the general curriculum. Student is allowed accommodations/modifications to the general curriculum in 2 subjects

Three Points: Significant adaptation to grade level curriculum requires specialized instructional strategies. Student is allowed accommodations/modifications to the general curriculum in 3 or more subjects

Four Points: Student requires significant modifications and the alternative assessment is used to measure progress.

**IEP Goals: Points assessed for students on the Special Education teachers roster as well as those they provide goal specific services.**

One Point: Student has 1 IEP goal.

Two Points: Student has 2 IEP goals.

Three Points: Student has 3 IEP goals.

Four 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 and/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: 76 to 100% of instruction is specially designed or delivered by special education personnel.

### **Joint Planning and Consultation**

Zero Points: Collaboration is not listed within the IEP.

One Point: Special education teacher collaborates with one qualifying personnel, such as general education teacher and , a special education teacher, AEA service provider, or paraprofessionals over the course of each month.

Two Points: Special education teacher collaborates with 2 qualifying personnel, such as general education teachers, a special education teacher, AEA service provider, or paraprofessionals over the course of each month.

Three Points: Special education teacher collaborates with 3 qualifying personnel, such as general education teachers, a special education teacher, AEA service provider, or paraprofessionals over the course of each month

Four Points: Special education teacher collaborates with 4 or more qualifying personnel, such as general education teachers, a special education teacher, and AEA service provider paraprofessionals over the course of each month.

### **Paraprofessional Support**

Zero Points: Individual support is not listed within the IEP.

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 75% of the school day.

Four Points: Additional individual support from an adult is needed from 76 - 100% of the school day.

### **Assistive Technology**

Zero Points: Assistive technology is not listed within the IEP.

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: Behavior is not marked as a concern on IEP and student requires no FBA or BIP

One Point: Receives Tier 2 supports. This requires assessment, planning, data collection and communication with others. Behavior is marked as a concern on IEP and the student requires behavior monitoring (Check In/Check Out, Point Sheet, Check and Connect, etc.)

Two Points: Receives Tier 3 supports. This includes monthly assessment, planning, data collection and communication with others. Behavior is marked as a concern on the IEP.

Three Points: Behavior is marked as a concern on IEP and student requires FBA/BIP.

Four Points: Student receives Medicaid billable services for behaviors.



## 4. What procedures will a special education teacher use to resolve caseload concerns?

### 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 principal will have 5 days to review the request and to allow time for clarification by both the principal/supervisor and the employee. Principal will hold a consultation with the superintendent. The superintendent will determine the personnel needs.
4. The principal/supervisor will then have 10 days to resolve the concern.
5. If the caseload concerns cannot be satisfactorily resolved, the request is then sent to the team that includes members of the DDSDP committee as listed in the beginning of this DDSDP document.
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 Free and Appropriate Education (FAPE) in the Least Restrictive Environment (LRE) to the eligible individuals it serves.

**5. How will the delivery system for eligible individuals to 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?**

**Individual**

Individual student progress on IEP goals will be reviewed and discussed on a regular and ongoing 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 a balanced system of Multi-Tiered System of Supports (MTSS) 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 Every Student Succeeds Act (ESSA) 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 adopt 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 District Instructional Leadership Team (DILT). IEP student data will also be disaggregated and examined by school level (elementary, middle, high). In addition, the Keokuk CSD will examine their Every Student Succeeds Act (ESSA) data to determine priorities and develop an action plan as needed. If the Keokuk CSD meets Every Student Succeeds Act (ESSA) 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.

**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 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 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.