

District Developed Service Delivery Plan 2024 - 2029 Keokuk Community School District

Committee Members:

Meaghan Leggins (Torr. SPED), Sarah Norvell (Haw. SPED), Jen Frazee (G.W. SPED), Darren Mac Arthur (M.S. SPED) Danielle Vogel (H.S. SPED), Kevin Stambaugh (HS Reg. Ed.), Brooke Dadant (G.W. Reg. Ed.), Keegan Schwarz (Parent), Michelle Harris (AEA), Heather Sisk (Parent and Family Liaison), Lori Brewer (SPED Coach), Beth Tinder (Associate), Amanda Mason (M.S. Admin.)

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.

Committee Members:

Meaghan Leggins (Torr. SPED), Sarah Norvell (Haw. SPED), Jen Frazee (G.W. SPED), Darren Mac Arthur (M.S. SPED) Danielle Vogel (H.S. SPED), Kevin Stambaugh (HS Reg. Ed.), Brooke Dadant (G.W. Reg. Ed.), Keegan Schwarz (Parent), Michelle Harris (AEA), Lori Brewer (SPED Coach), Beth Tinder (Associate), Amanda Mason (M.S. Admin.) Heather Sisk (Parent and Family Liaison)

Timeline:

February 1, 2024 - Initial planning meeting for the development of the DDSDP.

March 4, 2024 - DDSDP Committee reviewed and drafted the answers to questions one and two and began reviewing question three on the Service Delivery Plan.

March 21, 2024- DDSDP Committee completed the review and drafting of the answer to question three on the Service Delivery Plan.

April 29, 2024 - DDSDP Committee reviewed and drafted the answers to questions four and five on the Service Delivery Plan.

June 17, 2024 - DDSDP open for public review and comments.

July 2, 2024 - DDSDP sent to GPAEA for review.

Board Action Date:

Communication: The plan will be communicated:

- Via the district website at www.keokukschools.org.
- As a part of the onboarding process for all new hires, and
- As a part of the opening school year in-service to all staff members

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 the 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 agreements with other districts or agencies. The continuum includes services for eligible individuals ages 3-21.

Regular Early Childhood Program with Teachers 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 by a teacher who holds a valid practitioner's license issued by the Board of Educational Examiners, which 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 Community School District PK-12 Caseload Determination Worksheet](#)

See Appendix A

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 twice during the school year by individual Keokuk CSD special education teachers with their building principal or special education director.

In determining caseloads a typical range will be between 45 - 65 points. A teacher may be assigned a caseload of no more than 70 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 students' IEPs.

The Keokuk Community School District's regular early childhood program and early childhood special education programs must meet the criteria of the Preschool Program Standard (QPPS) being implemented regarding maximum class size and teacher-child ratio.

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 two times per year (September and April) by individual LEA special education teachers with their building principal 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, 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 about 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. The 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 at 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 after the members of the committee have shared their recommendation with the principal, 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 the 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 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 weeks) 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 is 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, and formative or summative evaluations every 9-12 weeks. 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 DDSDP, the Keokuk CSD will follow the process to revise and adopt the DDSDP.

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 (preschool, elementary, middle, and high). In addition, the Keokuk CSD will examine its 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 that prior to the school board's 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 complies with the Iowa Administrative Rules of Special Education.
- The district assures the school board has approved the service delivery plan for implementation.

Appendix A: Caseload Determination Worksheet

Keokuk Community School District PK-12 Caseload Determination Worksheet

<p>1. Number of IEPs responsible for writing/case managing</p> <ul style="list-style-type: none"> a. Level I (1 pt) b. Level II (2 pts) c. Level III (3 pts) d. How many students who do not have an academic/behavior IEP are on your roster? (Preschool Students only) e. Total number of IEP goals monitored by the special education teacher. 	<p>__ X 1 __ X 2 __ X 3 __ X .25 __ X .25</p>	
<p>2. Identify each student for whom you provide SDI/Core instruction as taken from the IEP services page. (Include all documented times that the student is removed from the general education setting for SDI only)</p> <ul style="list-style-type: none"> a. 0 to 20 minutes of specially designed instruction x .25 b. 21-45 minutes of specially designed instruction x .5 c. 46 minutes to 3 hours of specially designed instruction x 1 d. 3 hours up to 5 hours of specially designed instruction (180-300 min.) x 1.5 e. More than 5 hours of specially designed instruction (301-415 min.) x 2 <p style="text-align: center;">*Minutes per day</p>	<p>__x .25 __x .5 __x 1 __x 1.5 __x 2</p>	
<p>3. How many students are on your roster (that you case manage)</p> <ul style="list-style-type: none"> a. Have a 3-year re-evaluation this school year x .25 		

b. Have a Transition (age 13 and up) IEP this year x .25 c. Preschool transition to elementary teacher x .25 d. Graduate IEP for transition planning will be held x .25	___x. 25 ___x. 25 ___x. 25 ___x. 25	
4. How many different grade levels do you serve that require collaboration with general education teachers? 2 grade levels = .5 3 grade levels = 1 4 grade levels = 2 5 grade levels = 3	___	
5. How many students are on the following assessments? a. Iowa Alternate Assessments (grades 3-11) x 1 b. ELAA Assessment (grades K-6) x 1 c. Gold Assessment (preschool students only) x 1	___x 1 ___x 1 ___x 1	
6. How many students have Medicaid billable services - not counting medication administration by the nurse.	___ x .25	
7. How many associates does the teacher supervise? 0 .5 pt. would be awarded for shared supervision of associate 1 pt. would be awarded for sole supervision of one associate 2 pts would be awarded for sole supervision of 2-3 associates 3 pts would be awarded for sole supervision of 4 or more associates List associates:	___ 0.5 ___ 1 ___ 2 ___ 3	

<p>8. How many students have behavior concerns?</p> <p>a. Behavior supports are mentioned somewhere in the IEP</p> <p>b. Behavior is clicked as a concern on the PLAAFP</p> <p>c. Student has a BIP</p> <p>d. Student has all of the above and a safety plan or supports in place</p>	<p>__ X .5</p> <p>__ X 1</p> <p>__ X 1.5</p> <p>__ X 2</p>	
	TOTAL	
Additional Information (or unique situations):		