

**KEOTA COMMUNITY SCHOOL DISTRICT
DISTRICT DEVELOPED SERVICE DELIVERY PLAN
for
SPECIAL EDUCATION**

Educational Levels & Buildings Included in the System

| | |
|---|-------------------|
| PreK-6 th Grade | Keota Elementary |
| 7 th -12 th Grade | Keota High School |

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

The delivery system was developed in accordance with the Iowa Administrative Code rule 41.408(2)"c". The committee that developed the initial plan in 2009 consisted of eligible individuals, special education teachers, general education teachers, administrators and AEA representatives. The committee that reviewed and revised the plan for public and board approval in 2015 consisted of the same representation of membership. The 2015 team included:

Committee:

| | |
|----------------|---------------------------|
| Nathan Carlson | 7-12 Principal |
| Lynne Hodgeman | AEA Representative |
| Melia Johnson | Parent |
| Terri Ladehoff | K-6 Special Ed Teacher |
| Beth McBride | PreK-6 Principal |
| Janea Miller | General Education Teacher |
| Tracy Recher | 7-12 Special Ed Teacher |
| Joan Summers | AEA Representative |

Planning Sequence:

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|----------------|--|
| February 2009 | Organization of development process. |
| March 2009 | School board meeting to approve committee and process. |
| Feb-March 2009 | Development of plan |
| April 2009 | Plan submitted for approval to Dr. Mary Ellen Becker, AEA Director of Special Ed |
| May 2009 | Plan posted for 30 days for public approval |
| June 2009 | School Board approved DDSDP. |

Review & Revision Sequence:

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|--------------------|---|
| August 18, 2015 | Meeting to review and revise DDSDP in elementary conference room |
| August 19, 2015 | Revised plan submitted for approval to Nathan Wood, AEA Director of Special Ed |
| August 20, 2015 | Plan posted for 20 days in each building office, central office, on the district website and provided to each staff member for public approval. |
| September 16, 2015 | School Board agenda item to approve plan with majority vote. |

A copy of the plan will be provided at every IEP meeting.

Question 2: How will services be organized and provided to eligible students?

The district will offer the following full continuum of services and placements for eligible individuals age 3-21, including preschool:

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 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.

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 teacher in partnership to meet the content and skills needs of students in the general education classroom. These services take shape in a variety of manners. 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. 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 to aid the student(s) in accessing the general education curriculum. These services are provided simultaneously with the general education content area instruction.

Pull-Out Services: Pull-Out services 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. Pull-out services supplement the instruction provided in the general education classroom through Consulting Teacher services or Collaborative/Co-teaching services. The specially designed instruction provided in Pull-out settings does **not** supplant the instruction provided in the general education classroom.

Special Class: Special Class services 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 instruction which is tied to the general education 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, 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.

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 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: How will the caseloads of special education teachers be determined and regularly monitored?

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.

In determining teacher caseloads, the Keota Community School District will use the following values to assign points to the programs of each eligible individual receiving an instructional program in the district. A point total of 90 will be considered a full caseload for a teacher.

| Caseload Example 1 | | | | | | | |
|---------------------------|--|--|---|--|--|--|---|
| | | Teacher: _____ | | | Student: _____ | | |
| | Curriculum | IEP Goals | Specially Designed Instruction | Joint planning and consultation | Paraprofessional Support | Assistive Technology | FBA/BIP |
| Zero Points | 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 that provided for all students | Individual support needed similar to peers | Assistive technology use is similar to peers | Student requires no FBA or BIP |
| One Point | 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 1 general education teacher 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 and/or training for the student | Requires limited time assessment, planning, data collection and communication with others (not more than 2 hours per month) |
| Two Points | Student requires significant modifications to the general curriculum | Student has 3 IEP goals. | 26-75% or less of instruction is specially designed and/or delivered by special education personnel | Special education teachers conduct joint planning with 2 to 3 general education teachers or paraprofessionals over the course of each month | Additional individual support from an adult is needed for 26% to 75% of the school day | Assistive technology requires extensive teacher-provided individualization and/or training for the student | Requires 2 to 4 hours monthly for assessing, planning, data collection and communication with others |
| Three Points | 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 to 100% of instruction is specially designed and/or delivered by special education personnel | Special education teachers conduct joint planning with more than 3 general education teachers or paraprofessionals over the course of each month | Additional individual support from an adult is needed from 76% to 100% of the school day | Assistive tech requires extensive teacher-provided individualization and/or training for the student-Significant maintenance and/or upgrades for continued effective use are anticipated | Requires more than 4 hours for assessing, planning, data collection and communication with others |
| Point Total: _____ | | | | | | | |

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

A scheduled review of teacher caseloads will be conducted by the building principal as follows:

1. at the beginning of the school year;
2. by November 30; and
3. by April 1 to plan for the following school year.

Upon review, if there appears to be an overload, the teacher may request and the principal will arrange a Caseload Assistance Team (CAT) meeting. The CAT will be comprised of 4 teachers, a building administrator, and an AEA representative. The CAT will make recommendations as to whether there is a need for adjustments to a teacher's schedule or roster.

Question 5: How will the delivery system for eligible individuals meet the targets identified by 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?

Annual Team Discussion: At least annually, a review team made up of teachers in both special and general education, parents and administrators and AEA consultants, will meet to evaluate the effectiveness of the district's special education services.

Review of Data: In order to meet the State Performance Plan/Annual Progress Report goals, accountability will be addressed in the following ways:

1. **Individual Student Progress:** IEP goals will be reviewed and discussed on a regular and ongoing basis, every 8 weeks by special and general education teachers along with the AEA consultant and building principal when appropriate. The purpose of this review will be to determine if adequate progress is being made, if any adjustment in instruction is needed or if adequate progress is being made. Any changes to instruction will only be made during an IEP meeting.
2. **Aggregated by School & District:** Each school in the district will review student progress monitoring, formative and summative every 8 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. These plans will be monitored at the school every semester and the district level at the end of the school year. In the event that this process creates the need to revise the District Developed Special Education Plan, the district will follow the process to revise and readopt the plan.