



**Knoxville Community
School District**

District Developed Special Education Service Delivery Plan

2022-2023 School Board Adoption Date: July 27, 2022
2023-2024 School Board Adoption Date: June 12, 2023
2024-2025 School Board Adoption Date: April 22, 2024
2025-2026 School Board Adoption Date: July 14, 2025

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

The Knoxville Community School District is a Pre-K through grade twelve educational program. The Pre-K through 2nd grade is located at West Elementary, grades 3rd through 5th are located at Northstar Elementary, the 6th through 8th grade building is located at Knoxville Middle School and the 9th through 12th grade is located at Knoxville High School. All buildings are located within the city limits of Knoxville, Iowa. Knoxville Community School District provides special education services for learners from age three through age 21.

The district strives to meet every student's individual education plan goals. In order to provide the most appropriate programming for students in special education programs, as well as those in general education programs, the teaching staff and administration following the Knoxville District Developed Service Delivery Plan.

The District Developed Service Delivery Plan was developed in accordance with Iowa Administrative Code rule 41.408(2)c. The group of individuals who developed the plan includes parents of eligible individuals, special education teachers, administrators, and AEA representation.

Committee Members 2022

April Westberry, parent
Christine Ball, parent
Nicole VanderLinden, parent
Kaylee Forst, Northstar Special Education
Taylor Wadle, West Special Education
Bridgette Jackson, High School Special Education
Kelly Noe, Middle School Special Education
Lindsey Carlson, High School Teacher
Laura Shepherd, Elementary Teacher
Ann Rankin, Elementary Teacher
Kelly Schloss, AEA Learning Consultant
Amy Taylor, West Building Principal
Tracy Wilkins, High School Building Principal
Lindsay Rains, Director of Special Education

Review Committee Members, 2023

Christine Ball, parent
Kaylee Forst, Northstar Special Education
Taylor Wadle, West Special Education
Bridgette Jackson, High School Special Education
Laura Shepherd, Elementary Teacher
Ann Rankin, Elementary Teacher
Amy Taylor, West Building Principal
Tracy Wilkins, High School Building Principal
Lindsay Rains, Director of Special Education

Review Committee Members, 2024

Kaylee Forst, Northstar Special Education
Taylor Cook, West Special Education
Bridgette Jackson, High School Special Education
Laura Shepherd, Elementary Teacher
Amy Taylor, West Building Principal
Tracy Wilkins, High School Building Principal
Lindsay Rains, Director of Special Education
April Westberry, parent
Mindy Kephart, High School Special Education
Susan Kendrick, parent
Sara Finnegan, Middle School Teacher
Nicole Vanderlinden, parent
Desiree Hudson, Secondary Instructional Coach

Review Committee Members, 2025

Abbi Groenendyk, West Special Education Teacher
Jory Houser, West Principal
Jon Szlachetka, Parent
Kaylee Forst, Northstar Special Education Teacher/Parent
Mikayla Pepper, KMS Special Education Teacher
Christa Willis, KMS Teacher
Susan Kendrick, Parent
Claire Cole, KHS Teacher
Tracy Wilkins, KHS Principal
Sharon Dentlinger, Heartland AEA
Cassi Pearson, Superintendent

Plan Development

2/11/22	Committee Invitation and dates set
3/29/22	Committee Meeting: Questions 1, 2, 4, 5
4/12/22	Committee Meeting: Questions Review 2, 3, 4
5/10/22	Committee Meeting: Questions 3, finalize plan for public comment
5/23/22	Posted for public comment
6/04/22	Removed from public comment
6/27/22	Submitted for board action
6/28/22	Board approval

The Knoxville administration and teaching staff were notified of the plan via google docs through their district email. The proposed plan was made available for public viewing via a copy at the district office. The public was made aware of the draft via newspaper, social media posts, and the district website.

A summary of stakeholder input, including public comment, would be attached to this plan. No public comment was received.

Review Plan Process 2023

12/2022	Committee Invitation and date set
4/6/23	Committee Met reviewed plan and revised Questions 2, 3, & 4
4/17/23	Posted for public comment
4/28/23	Removed from public comment
6/12/23	Submitted for board action
6/12/23	Board approval

The Knoxville administration and teaching staff were notified of the plan via google docs through their district email. The proposed plan was made available for public viewing via a copy at the district office. The public was made aware of the draft via newspaper, social media posts, and the district website.

A summary of stakeholder input, including public comment, would be attached to this plan. No public comment was received.

Review Plan Process 2024

12/2023	Committee members were invited and dates were set
3/21/24	Committee Met reviewed plan and revised Question 3, 4 and 5
3/25/24	Posted for public comment
4/12/24	Removed for public comment
4/22/24	Submitted for board action
4/22/24	Board approval

The proposed plan was made available for public viewing via a copy at the district office. The public was made aware of the draft via social media posts.

A summary of stakeholder input, including public comment, would be attached to this plan. No public comment was received.

Review Plan Process 2025

5/1/25	Committee members were invited and dates were set
5/23/25	Committee met, reviewed plan, and revised
5/28/25	Posted for public comment
6/10/25	Committee met to review public comments
7/14/25	Submitted for board action

Question 2: How will service be organized and provided to eligible individuals?

Knoxville Community School District (KCSD) Guiding Principles for Special Education:

- KCSD prioritizes collaboration with parents to provide a strong partnership for students' education and school experiences.
- KCSD special education students are general education students first.
- KCSD will provide access to a special education service continuum for all eligible individuals based on their Individual Education Plan (IEP).
- KCSD special education students will receive services in the least restrictive environment (LRE) to best meet their individual needs.
- FAPE (Free Appropriate Public Education) is provided to all students eligible for services due to their disability.
- KCSD students may receive different services at multiple points along the continuum based on the IEP and their individual needs.
- Access to a guaranteed and viable curriculum (Iowa Core and other required state and national standards) is a priority for all KCSD students.
- KCSD students who are removed from their general education classrooms for any length of time will engage in effective instructional activities.
- KCSD special education teachers will possess the skills necessary for working effectively with their roster students.
- KCSD special education students will be prepared for living, learning, and working following graduation from high school at KCSD.
- KCSD Special Education Advisory Committee will examine the services annually to determine the availability of programs within the district.
- KCSD associates and paraprofessionals can provide support at any level on the continuum with the understanding that the teacher (general education and/or special education) is ultimately responsible for the instruction.
- KCSD services may be provided within the district or through contractual agreements with other districts and/or agencies.

Early Childhood Service Organization

KCSD special education students may fall at any point within the continuum throughout the year based on their individual needs at any given point of the day and/or year.

KCSD special education teachers may be teaching at multiple levels within the continuum based on individual students' needs at any point in the day and/or year.



Regular Early Childhood Program Monitored by a Licensed Early Childhood Special Education Staff

Licensure:

- General Education Teacher-PreKindergarten
- Special Education (Consulting) Teacher-Early Childhood Special Education

Teacher Responsibilities:

- General education teacher(s) provides classroom instruction and implementation of adaptations and accommodations as specified in the IEP
- Special education teacher(s) will monitor the implementation of services described in each IEP and monitor student progress relative to goals in the IEP.

Student Population:

- Less than 50% children with disabilities

Regular Early Childhood Programs

Licensure:

- Prekindergarten and Early Childhood Special Education

Teacher Responsibilities:

- Provide general education and special education instruction

Student Population:

- Less than 50% children with disabilities

CoTaught Early Childhood Program

Licensure:

- General Education Teacher-PreKindergarten
- Special Education Teacher-Early Childhood Special Education

Teacher Responsibilities:

- All aspects of classroom instruction are co-planned and co-taught.
- Special education teacher(s) will monitor the implementation of services described in each IEP and monitor student progress relative to the goals in the IEP

Student Population:

- Less than 50% children with disabilities

Early Childhood Special Education Program

Licensure:

- Special Educations Teacher-Early Childhood Special Education

Teacher Responsibilities:

- Provide classroom instruction and modify the general education curriculum to meet the needs of the students.

Student Population:

- More than 50% children with disabilities

Iowa Statewide Voluntary Preschool Program Standards

Knoxville Community Schools participates in the Iowa SVPP to provide preschool for all 4 year-olds. KCSD's Little Panther Preschool will provide a full continuum of placements by providing instructional services to eligible preschool children while adhering to the Iowa Quality Preschool Program Standards.

The regular early childhood program and early childhood special education program will meet the criteria of the [Iowa Quality Preschool Program Standards \(QPPS\)](#) as stated in [Iowa Code](#). .

- 281—16.2(256C) Preschool program standards. Approved program standards include Head Start Program Performance Standards, Iowa Quality Preschool Program Standards and Criteria, or the NAEYC Program Standards and Accreditation Criteria. All approved local preschool programs adopt preschool program standards and meet the following criteria:
 - 16.2(1) Personnel. A minimum of one teacher is present with eligible children during the voluntary preschool program instructional time.
 - 16.2(2) Ratio of staff to children. At least one teacher is present in a classroom during the instructional time described in subrule 16.2(4). A minimum of one staff member and one teacher are present when 11 to 20 children are present. Staff members and teachers have reasonable line-of-sight supervision of all children.
 - 16.2(3) Maximum class size. There are no more than 20 children per classroom.
- 16.2(4) Instructional time. Eligible children receive instructional time as established by Iowa Code section 256C.3(3)"f" that meets the needs of the child and is directly related to the program's curriculum, such time to be exclusive of recess.
- KCSD utilizes the definitions for Early Childhood from the Iowa Department of Education ([Iowa Code 281-41.116](#)).

- [Iowa Code 281—41.112](#)(256B,34CFR300) Individualized education programs (IEPs). An IEP, or an IFSP that meets the requirements of Section 636(d) of the Act (for eligible individuals aged birth to three), is developed, reviewed, and revised for each child with a disability in accordance with rules 281—41.320(256B,34CFR300) to 281—41.324(256B,34CFR300), except as provided in subparagraph 41.300(2)“d”(2). [**ARC 7792C**, IAB 4/17/24, effective 5/22/24]
- Iowa Code 281—41.124(256B,34CFR300) Transition of children from the Part C program to preschool programs. Each public agency shall comply with the state’s policies concerning the transition of infants and toddlers from programs under Part C to programs under Part B of the Act and shall ensure the following regarding such transition: 41.124(1) Smooth transition. Children participating in early intervention programs assisted under Part C of the Act, and who will participate in preschool programs assisted under Part B of the Act, experience a IAC 2/5/25 Education[281] Ch 41, p.19 smooth and effective transition to those preschool programs in a manner consistent with Section 637(a)(9) of the Act; 41.124(2) IEP developed. By the third birthday of a child described in subrule 41.124(1), an IEP has been developed and is being implemented for the child consistent with subrule 41.101(2); and 41.124(3) Participating agencies. Each affected LEA will participate in transition planning conferences arranged by the designated lead agency under Section 635(a)(10) of the Act.

K-12+ Service Organization

KCSD special education students may fall at any point within the continuum throughout the year based on their individual needs at any given point of the day and/or year.

KCSD special education teachers may be teaching at multiple levels within the continuum based on individual students' needs at any point in the day and/or year.



General Education CORE with Support Service Consultation

Licensure:

- General Education Teacher Certification K-6, Appropriate Licensure for 7-12 course
- Appropriate Licensure for Support Service (e.g. Vision, OT, PT, SLP, Deaf and Hard of Hearing, Audiology)

Components:

- The support and related provider is responsible for regularly consulting with the general education teachers to support the child's specific needs.
- General education teacher(s) will provide classroom instruction and implementation of accommodations, modifications, services and supports as specified in the IEP.
- Provide direct instruction, testing, grading and behavior management as specified in IEP.
- The student's IEP support and/or related IEP goals will be monitored as stated in the IEP.

General Education CORE with Special Education Teacher Consultation

Licensure:

- General Education Teacher Certification K-6, Appropriate Licensure for 7-12 course
- Special Education Teacher Endorsement

Components:

- General education teacher(s) will provide classroom instruction and implementation of accommodations, modifications, services and supports as specified in the IEP.
- General education teacher(s) will provide direct instruction, testing, grading and behavior management as specified in IEP.
- Special education teacher(s) will assist general education teacher(s) with the design and preparation of materials, accommodations, modifications, services and supports.
- Special education teacher(s) monitor the implementation of services described in each IEP and monitor student progress relative to goals in the IEP.
- The special education teacher(s), support service provider(s), or trained paraprofessional(s) will be in the general education or program classroom to provide direct instruction, instructional support, or other assistance to the student or group of students, through models such as collaborative or co-teaching.

General Education CORE plus Direct Special Education Services and Support Outside the General Education Classroom

Licensure:

- General Education Teacher Certification K-6, Appropriate Licensure for 7-12 course
- Special Education Teacher Endorsement

Components:

- General education teacher(s) will provide classroom instruction and implementation of accommodations, modifications, services and supports as specified in the IEP.
- General education teacher(s) will provide direct instruction, testing, grading and behavior management as specified in IEP.
- General education teacher(s) will provide access to grade level standards.
- Special education teacher(s) will assist the general education teacher(s) with the design and preparation of materials, accommodations, modifications, services and supports.
- Special education teacher(s) will monitor the implementation of services described in each IEP and monitor student progress relative to goals in the IEP.
- The special education teacher(s), support service provider(s), or trained paraprofessional(s) will provide specially designed instruction, instructional support, or other assistance to the student or group of students.
- When the services cannot be appropriately provided in the general education or program setting, the student may receive selected services or all services he/she needs in a separate educational setting (including, but not limited to special classes, special schools, home instruction, and instruction in hospitals and institutions).

General Education CORE plus Direct Special Education Services and Support Through Reverse Consultation

Licensure:

- General Education Teacher Certification K-6, Appropriate Licensure for 7-12 course
- Special Education Teacher Endorsement

Components:

- Special education teacher(s) will provide direct specially designed instruction to an individual student with a disability or group of students with disabilities which is tied to the general education curriculum/standards, but has been modified to meet the unique needs of the student(s) in a small group setting (including, but not limited to special class, special school, home instruction, and instruction in hospitals or institution.)

- A licensed general education teacher(s) will design instructional materials and methods to meet the unique needs of the student(s) in the small group setting and supervise the instruction provided by the special education teacher(s) if the special education teacher(s) is not properly endorsed in the general education course.
- The licensed general education teacher(s) and special education teacher(s) will have frequent and regular consultation around the instructional strategies, methods, and content. (If the special education teacher(s) are not properly endorsed for the general education course.)
- The student is receiving his/her primary instruction separate from non-disabled peers.
- Special education teacher(s) will monitor goals/services as stated in the IEP.

General Education CORE plus Direct Special Education Services and Support Through Intensive Support

Licensure:

- Special Education Teacher Instructional Strategist II (specific to student disability category)

Components:

- Licensed special education teacher(s) is providing direct specially designed instruction to an individual student with a disability or a group of students with disabilities to provide supplementary instruction that cannot otherwise be provided during the student's regular instructional time.
- These services are provided in an individual or small group setting for a portion of the day.
- The specially designed instruction provided in settings outside of the general education classroom does not supplant the instruction provided in the general education classroom.
- Services provided by the special education teacher(s) could be delivered through joint planning, collaborative instruction, co-teaching and/or direct instruction.
- The licensed general education teacher(s) and special education teacher(s) will have frequent and regular consultation around the instructional strategies, methods, and content.
- Special education teacher(s) will monitor goals/services as stated in the IEP.

Senior Year Plus Program

Licensure:

- Special Education Teacher Instructional Strategist II (specific to student disability category)

Components:

- A continuum of services for students with disabilities ages 18-21 who have completed Iowa Core requirements and continue to have unmet IEP goals pertaining to Living, Learning, and/or Working which they need to continue to work on in order to meet postsecondary IEP goals and meet KCSD graduation requirements.

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

PK	K-5
17 points	39 points
6-8	9-12
51 points	80 points

Points above this value will be reviewed per the caseload review process. Point values will be reviewed at a district level by the committee annually.

The Knoxville Community School District Caseload Determination document is available via [this hyperlink](#) as well as attached within this plan.

KCSO Special Education Caseload Document (revised 2024)

Roster Teacher Name: _____

Fall or Spring: _____

KCSO Caseload Determination Worksheet	Weighting	Points
How many students are on your current roster?	_____ x 1.0	
How many students on the roster will have/have had a 3 year reevaluation the current school year?	_____ x 0.25	
How many grade levels are represented on your roster?	_____ x 1.0	
How many students are served off site? (e.g. home-bound, work experience, long-term suspension, community experience, in community preschool)	_____ x 1.0	
How many students on your roster are you overseeing medicaid billing?	_____ x 1.5	
How many of your students are you completing post secondary transition paperwork for?	_____ x 1.0	
How many outside support services are you co planning, collaborating and/or consulting with for each student (e.g. speech, OT, PT, nursing, post secondary, voc. rehab, etc)? *Count each service per student one time	_____ x 0.25	
How many other IEP students <u>not</u> on your roster do you provide instruction for (outside of co-planning/co-taught class)?	_____ x 1.0	
<p>Using these definitions:</p> <p>Consultation means providing support regarding a student's progress (ex: problem solving around a singular issue; communicating on how a student is doing or asking about an assignment.)</p> <p>Co-Planning means providing ongoing and frequent support specific to a student's instruction, delivery or course methodology. (ex: co-planning, analyzing information, & sharing delivery of instruction to create a product/plan for a student. Non example: sending an email asking about an assignment or student progress)</p> <p>How many teachers do you consult with for student success?</p> <p>How many teachers do you co-plan with for student success?</p>	<p>_____ x 0.25</p> <p>_____ x 1.0</p>	
<p>How many associates are you the lead teacher? <i>Lead teacher defined by the Administration.</i></p> <p>How many additional associates do you provide communication and individual student training?</p> <p>Training means reviewing student specific information, student health plans/FBAs/BIP/IEPS, procedures (building, classroom, district), and technology support.</p>	<p>_____ x 1.0</p> <p>_____ x 0.25</p>	
Total Points from Page 1		

Total Points from Page 1(carry over from front)		
KCSD Caseload Determination Worksheet	Weighting	Points
<p>Co-teaching is when both teachers share all instructional responsibility, accountability and ownership for a single group of students</p> <p><u>Elementary:</u> How many separate core classes (literacy, math, science, social studies, SEL) do you co-teach and/or reverse consultation and/or deliver all general education core instruction? *Count each subject one time per grade level</p> <p><u>Secondary:</u> How many separate classes and/or subjects do you co-teach and/or reverse consultation and/or deliver all general education core instruction?</p>	_____ x 1.0	
<p>How many students have moderate or intensive programming needs? *If a student falls in both boxes, mark the box with more items indicated. Students may have behavior or adaptive behavior goals and not have moderate or intensive needs.</p> <p>Moderate Need Behavior of concern include moderately disruptive, and/or mild to moderate destruction of property, and/or interfering with functioning/peer relationships, and/or academic achievement (e.g. minimal support to maintain infrequent aggressive behavior) and/or moderate to long history, significantly disruptive, (significantly interfering with function/peer relationships). If significantly off-task or some destruction then it's at least moderate. OR Students who require moderate modifications to the instructional delivery and/or methodology and/or content of core materials (typically taking ISASP 3-11), and/or have an impacted ability to communicate and/or physical limitations and/or self-care limitations. Limitations can be managed or supported with moderate support and supervision. *Student is identified for KHS modified content.</p> <p>Intensive Needs Behaviors of concern include significantly disruptive, significantly destructive to property, significantly interfering with functioning/peer relationship, and/or academic achievement, and/or dangerous to self or others (e.g. physical aggression, self-injurious behavior, safety plan, and/or Chapter 103 reports). OR Students who require significant modification to the instructional delivery and/or methodology and/or content (typically on alternate assessment learning essential elements), often require close supervision, and/or limited ability to communicate and/or significant physical limitations and/or significant health needs and/or self-care (e.g. communication device, tube feeding, toileting/changing, gross/fine motor supports).</p>	<p>_____ x 1.0</p> <p>_____ x 2.0</p>	
Total Points from Page 2		
Combined Totals of Both Pages		

Teacher Signature:	Date:
Principal Signature:	Date:

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

Corrective Action Considerations (to be taken at any point in process)

Corrective actions upon any point in the review process may include:

1. Realigning students
2. Reviewing assignments of associates
3. Reorganizing existing teacher resources
4. Prioritizing collaboration efforts to better the delivery of services to all special education students
5. Hiring additional staff

Semi Annual Review

Caseloads will be reviewed via an in person meeting by October 1 and February 1 each year with individual LEA special education teachers and their building principal.

Building principals and the individual LEA special education teacher will work together to resolve any concerns with the teacher's ability to effectively perform the essential functions of his/her job due to caseload.

Following October 1 and February 1, the building principal will provide caseload numbers and corresponding documentation to the Superintendent or District Designee.

Administration or a teacher can request additional caseload reviews at other points in the school year if they feel the caseload previously completed are no longer reflective of the load.

Additional Review Options

In addition to scheduled review with building principals, 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 to the Superintendent or District Designee by the building principal and/or individual teacher.
- 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 and has submitted this request to the Superintendent or District Designee (see below).

Requesting a Caseload Review Committee

- All requests must be in writing (handwritten or electronic) to the Superintendent or District Designee
- The Superintendent or District Designee will respond within 5 days to schedule a meeting date for the Review Committee.

- The individual requesting the review is responsible for gathering relevant information to support their request. This information might include, but not limited to:
 - IEPs
 - Schedule and instructional groupings
 - Collaborating schedule
 - Co-Teaching assignments
 - Number of buildings
- A Review Committee will be assembled composed of, but not limited to, the Superintendent or District Designee, two building principals (one from the building of the request's origin and one from another Knoxville building), the requesting teacher, one general education teacher and one special education teacher from the requesting building.

Procedural Steps for the Review Committee and Appeals

- The Review Committee will assemble within 15 working days of the request from the Superintendent or District Designee.
- The Review Committee will reach consensus within 5 working days and the consensus will be provided in writing to the roster teacher and building principal of the building of origin.
- If the requester does not agree with the determination, the teacher may appeal in writing to the Superintendent or the District Designee for the AEA Regional Director and District Superintendent to review.
- The AEA Regional Director and District Superintendent will reach an agreement within 7 working days and provide the agreement/revisions to the teacher making the request in writing. This information will be provided to the Superintendent or District Designee and building principal of origin as well.
- If the requester does not agree with the determination, he or she may appeal to the AEA Director of Special Education.
- The AEA Director/designee will meet with personnel involved and will provide a written decision per Iowa Code 281-41.408g.

Process for Review Committee

The Review Committee will include considerations of the following qualitative and quantitative measures of the teacher's demands:

1. Stated requirements of the caseload IEPs
2. Current caseload point value
3. Number of collaboration(s) and/or planning time(s) needed for collaboration
4. Preparation and planning time
5. Supervision of current associates
6. Availability of alternative supports
7. Time and scheduling variables
8. Current and projected needs of the students
9. Special knowledge or training of the teacher or associate(s)

Question 5: How will the delivery system for eligible individuals meet the targets identified in the state's performance plan and the LEA determined as assigned by the state? What process will be used to evaluate the effectiveness of the delivery plan for eligible individuals?

The district will examine their state performance plan and Annual Performance Review (APR) data to determine priorities and develop an action plan. If the district meets School Performance Profile/School Progress Report (SPP/SPR) requirements, the delivery plan will be considered effective. If the district does not meet requirements, the district will work in collaboration with the State and AEA.