

**District Developed Service Delivery Plan
For Special Education**

Iowa City Community School District



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

The 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, general education teachers, administrators, and three representatives of the AEA.

Process Steps:

1. The district conducts a broad survey to determine areas of concern
2. The district conducts phone interviews and focus groups to identify additional information relevant to areas of concern
3. The district chooses the plan committee
4. The district extracts themes of concern to inform the DDSDP planning process and produces a draft plan
5. The committee provides input and feedback to the draft plan
6. The draft plan is posted for public comment
7. The draft plan is presented and explained at Board work session to prompt additional public comment
8. The AEA Special Education Director verifies compliance
9. The District School Board approves the plan on May 14, 2019
10. The plan is entered and certified in the C-Plan
11. The plan is reviewed in connection with a 5-year accreditation cycle or earlier if required by a determination given by the State

Committee Members:

Parents of Eligible Individuals

- Alanna Chuprevich
- Heidi Vekemans
- Jill Schroeder
- Kathi Anderson
- Melanie Leinbaugh
- Randi Kimm
- Renee Speh

General Education Teachers

- Jamie Schwartzendruber- Longfellow Elementary
- Seth Schroeder- Instructional Design Strategist, Liberty High School
- Keith Enyart- Math Teacher, Liberty High School

Special Education Teachers/Service Providers

- Alicia Daufeldt- Grant Wood Elementary School
- Elizabeth Lilly- Special Education Social Worker
- Laura Schwab- City High School
- Melissa Barron- Alexander Elementary

ICCS District Personnel

- Carolyn Ceynar- Teacher Leadership and Compensation coordinator
- Brian Schafer- Secondary Lead Support Teacher
- Heather Stevens- Elementary Lead Support Teacher
- Jay Beaver- Preschool Lead Support Teacher
- Jeremy Tabor- Equity Director
- Lisa-Ann Johnson- Behavior Specialist Lead Support Teacher
- Megan Clark- Assistant Director of Special Education
- Ann Browning- Assistant Director of Special Education; Principal, Tate High School
- Lisa Glenn- Director of Special Education

Building Administration

- Lori Kasperek- Principal, Weber Elementary
- Natalee Swan- Associate Principal, City High School

Grant Wood AEA

- Lauri Jennisch- Occupational Therapist
- Terri McGraw- Regional Administrator
- Tracy Liebermann- Regional Administrator

Community Partners

- James Smith- Vocational Rehabilitation
- Judith Warth- Center for Disabilities and Development

ICCS District Board of Directors

- JP Claussen

How will services be organized and provided to individuals with disabilities?

Iowa City Community School District Mission:

Learners receiving special education services within the Iowa City Community School District will “*become responsible, independent learners capable of making informed decisions in a democratic society as well as in the dynamic global community. This is accomplished by challenging each student with a rigorous and creative curriculum taught by a diverse, professional, caring staff and enriched through the resources and efforts of families and the entire community.*”

The following guiding principles are of key importance to ensure that Iowa City Community School District fulfills its promise to each and every student.

- Iowa City Community School District provides a comprehensive instructional experience through an integrated multi-tiered system of supports which is aligned to core instruction, differentiation focused, and student-centered. Within that comprehensive system, students with disabilities receive highly effective special education services designed to meet their individual needs.
- Instruction for eligible students is driven by The Iowa Core Standards, Iowa Core Essential Elements, Early Learning Standards, school-based expectations, and the unique post-secondary vision for each student.
- Unique needs of learners are addressed through a fluid and full continuum of Special Education services and supports to allow for individualization.
- Design effective support through collaboration; general and special educators (including related services providers) work closely together within collaborative work groups to create and deliver instructional plans that are rigorous and purposeful.
- Provision of instruction delivered by general education and special education teachers/professionals in various settings across the day.
- Provision of high quality and specific assessment information to inform effective instruction.
- Provision of specialized instruction and supports to enable learners to use tools, materials and strategies to access Iowa Core Standards and progress towards grade-level aligned goals.
- This plan is designed to ensure ICCSD meets the standard articulated in IDEA: ⁴
 - (c)(5)(C)coordinating this chapter with other local, educational service agency, State, and Federal school improvement efforts, including improvement efforts under the Elementary and Secondary Education Act of 1965 [20 U.S.C. 6301 et seq.], in order to ensure that such children benefit from such efforts and that special education can become a service for such children rather than a place where such children are sent; AND
 - (d)(1)(A)Purposes. The purposes of this chapter are—to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living;

The implementation of a systemic, continuous improvement framework or a *Multi-Tiered System of Support (MTSS)* uses data-based problem-solving and decision making across all levels of the educational system (PK-21).

The Iowa MTSS framework is made up of five components.

1. Evidence-based curriculum and instruction provided at the universal level.
2. Universal screening of all students.
3. Evidence-based, instructional interventions at the targeted and intensive levels shall be provided to each student who needs them.
4. Progress monitoring for learners below expectations.
5. Data-based decision making throughout the system. ²

When an MTSS framework is implemented with fidelity, students' educational needs are more intentionally addressed by designing, developing, and delivering needed, appropriate supports. Students with disabilities' needs are addressed in the same manner and are documented in an Individualized Education Program (IEP). ***This Special Education Delivery Model facilitates Special Education being a fluid array of services within the context of a well functioning General Education Multi-Tiered System of Supports.***

Glossary of Terms:

Consultation- Indirect services provided by a certified special education teacher or service provider to a general education teacher or service provider, or other special education providers, in adjusting the learning environment and/or modifying his/her instructional methods using high-quality differentiation practices and specially designed instruction, modification, or accommodation strategies to meet the individual needs of a student with a disability receiving instruction in the general education environment.

Collaboration- Special education and general education teachers share responsibility for accommodations, modifications, and specially designed instruction within a least restrictive environment. The special education teacher is pushing into the general education classroom at targeted times for the purpose of sharing responsibility to provide specially designed instruction, accommodations, and modifications to allow the student to access general education curriculum and and skill building, resulting in increased capacity of general education teachers to differentiate and execute program modifications.

Co-teaching- The general education and special education teacher will co-plan, co-instruct, and co-assess students. The special education teacher will be actively involved in provision of instruction in the general education classroom daily. This delivery model is used to utilize both special education and general education staff to meet content and skill needs through the provision of accommodations and modifications, and delivery of specially designed instruction within a least restrictive environment.

Accommodation- Supports provided to help a student access settings, opportunities and the general curriculum and to allow a student to validly demonstrate learning or attainment of the learning standards.

Modification- Changes made to the content and performance standards for students with disabilities, prioritization or reduction of the expectation of attainment of the learning standards.

	General Education- instruction all students receive	General Education with Consultation- instruction with the additional consultative support of a Special Education Instructional and/or Related Services expert	General Education with Collaboration instruction with the additional collaborative support of a Special Education Instructional and/or Related Services expert	General Education with Co-teaching- instruction where two teachers share instructional responsibility	General Education with Direct Support specialized instruction and/or intervention in small groups or in 1-1 situation
MTSS	A systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system by providing students with universal, targeted and intensive supports. ²				
Curriculum	Curriculum- Iowa Core	Curriculum- Iowa Core	Curriculum- Iowa Core	Curriculum- Iowa Core	Curriculum- Iowa Core
Instruction	Instruction- Whole and small group, and individual instruction ³	Instruction- Whole and small group, and individual instruction ³	Instruction- Whole and small group, and individual instruction ³	Instruction- Whole and small group, and individual instruction ³	Instruction- small group and individual instruction ³
Assessment	Assessment-formative and summative classroom assessments, district-wide assessments, additional student-specific data gathered with sufficient frequency to inform instruction				
Environmental Supports	<p>The student's educational environment naturally supports and maximizes opportunities for access and engagement</p> <ul style="list-style-type: none"> • Address appropriate accommodations & modifications • Consider multiple means of engagement, action and expression and representation which are matched to learner need • Provide instruction in the general education environment and removal is considered only if needed for the student to access a free and appropriate public education 				
Extra-curricular & Co-curricular Enriching Experiences	<p>Student participates with supports and services to ensure that they have full access to the experience:</p> <ul style="list-style-type: none"> • Individually as typically developing peers • With structures and supports designed by general and special educators and implemented by general educators • With structures and supports designed by general and special educators and implemented with the assistance of special education resources 				

	General Education-	General Education with Consultation	General Education with Collaboration	General Education with Co-teaching	General Education with Direct Support
Resources	<p>Students have equitable access to resources and have the support to effectively use those resources:</p> <ul style="list-style-type: none"> • Individually as typically developing peers and implemented by general educators • Similar resources as available to general education peers, collaboratively designed and implemented by general and special educators • Specialized resources unique to student need, designed by special educators, and implemented by general and special educators <p>Educators have access to resources necessary to design and deliver effective instruction:</p> <ul style="list-style-type: none"> • Coaching support is available from LEA and AEA general education and special education support staff • Time is allocated for consultation and collaboration necessary to individualize student service throughout the day • Time is allocated for professional learning experiences related to effective instructional practice 				
General Educator Responsibilities	<p>-Oversight of all general education instruction</p> <p>-Implementation of high-quality differentiation practices</p> <p>-Provision of accommodations and modifications needed to enable access</p> <p>-Engage in ongoing communication and professional learning with special educators to assist with understanding of learning progressions of the Iowa Core</p>	<p>-Oversight of all general education instruction</p> <p>-Implementation of high-quality differentiation practices</p> <p>-Regular and frequent consultation with the special educator</p> <p>-Provision of specially designed instruction</p> <p>-Provision of accommodations and modifications needed to enable access</p> <p>-Engage in ongoing communication and professional learning with special educators to assist with understanding of learning progressions of the Iowa Core</p>	<p>-Oversight of all general education instruction</p> <p>-Implementation of high-quality differentiation practices</p> <p>-Collaborative provision of specially designed instruction within specific skill areas and instructional activities during targeted times (pre-teaching, remediation, re-teaching)</p> <p>-Collaborative provision of accommodations and modifications needed to enable access</p> <p>-Engage in ongoing communication and professional learning with special educators to assist with understanding of learning progressions of the Iowa Core</p>	<p>-Co-plan, co-deliver, co-assess instruction within the general education classroom</p> <p>-Implementation of high-quality differentiation practices</p> <p>-Collaborative provision of specially designed instruction</p> <p>-Collaborative provision of accommodations and modifications needed to enable access</p> <p>-Engage in ongoing communication and professional learning with special educators to assist with understanding of learning progressions of the Iowa Core</p>	<p>-Oversight of all general education instruction</p> <p>-Implementation of high-quality differentiation practices</p> <p>-Provision of accommodations and modifications needed to enable access</p> <p>-Engage in ongoing communication and professional learning with special educators to assist with understanding of learning progressions of the Iowa Core</p>

	General Education-	General Education with Consultation	General Education with Collaboration	General Education with Co-teaching	General Education with Direct Support
Special Educator Responsibilities	<ul style="list-style-type: none"> -Understanding of high-quality instructional and differentiation practices -Understanding of general education curriculum -Awareness of available resources -Engage in ongoing communication and professional learning with general educators to understand learning progressions within the Iowa Core 	<ul style="list-style-type: none"> -Understanding of high-quality instructional and differentiation practices -Understanding of general education curriculum -Awareness of available resources -Engagement in regular and frequent consultation with general educators to oversee the general educator's provision of accommodations, modifications, specially designed instruction and data collection and analysis ³ -Engage in ongoing communication and professional learning with general educators to understand learning progressions within the Iowa Core 	<ul style="list-style-type: none"> -Understanding of high-quality instructional practices -Collaborative implementation of high-quality differentiation practices -Understanding of general education curriculum -Awareness of available resources -Collaboratively provide and oversee the provision of specially designed instruction and goal progress within specific skill areas and instructional activities (pre-teaching, remediation, re-teaching), -Collaborative provision of accommodations and modifications needed to enable access³ -Engage in ongoing communication and professional learning with general educators to understand learning progressions within the Iowa Core 	<ul style="list-style-type: none"> -Understanding of high-quality instructional practices -Collaborative implementation of high-quality differentiation practices -Understanding of general education curriculum -Awareness of available resources -Co-plan, co-deliver, co-assess instruction within the general education classroom ³ -Provide and oversee the provision of specially designed instruction and goal progress. -Engage in ongoing communication and professional learning with general educators to understand learning progressions within the Iowa Core 	<ul style="list-style-type: none"> -Understanding of high-quality instructional practices Implementation of high-quality differentiation practices -Engage in ongoing communication and professional learning with general educators to understand learning progressions within the Iowa Core -Knowledge of available resources -Provide specialized instruction that aligns with the Iowa Core ³

Reference Links: ¹ICCSd MTSS Handbooks-- [Secondary MTSS Handbook](#) [Elementary MTSS Handbook](#) ²Iowa MTSS ³Iowa's SDI Framework ⁴IDEA Subchapter 1

Preschool Special Educator/General Educator Responsibilities	<p>Preschool Educators hold dual endorsements to provide both general education and special education instruction for students PK-grade 3 Provide a high quality inclusive preschool program that adheres to Iowa Quality Preschool Program Standards (IQPPS)</p> <p>General Education Instruction: Oversight of all general education instruction using Iowa Early Learning Standards, implementation of high-quality differentiation practices, provision of accommodations and modifications needed to enable access</p> <p>Special Education Instruction:Understanding of high-quality instructional practices for the provision of specially designed instruction within specific skill areas and instructional activities in collaboration with support service providers</p>
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How will caseloads of special education teachers be determined and regularly monitored?

1. How many IEP students are on your roster? _____
2. How many students do you serve in each category of Direct Support (specialized instruction and/or intervention in small groups or in 1-1 situation):
 - a. Up to 2 hours per day of direct support _____x1_____
 - b. Between two and five hours per day of direct support _____ x 1.25 _____
 - c. More than five hours per day of direct support _____ x 1.5 _____
3. With how many teachers do you co-teach (instruction where two teachers share instructional responsibility)? _____x1_____
4. Number of teachers with whom you have scheduled collaboration time (collaborative support of a Special Education Instructional and/or Related Services expert to general education teacher) _____ x.5_____
5. Number of teachers with whom you have regularly scheduled consultation time (see definition)_____x.5_____
6. How many students on your roster are dependent upon an adult for their physical (i.e. activities of daily living) needs? _____x1_____
7. How many students have an active and updated Behavior Intervention Plan? _____ x 1_____
8. With how many associates do you have weekly scheduled consultation? _____ x.5 _____
9. For how many students on your roster do you administer the Iowa Alternate Assessment? _____ x1 _____
10. For how many students on your roster do you administer the Early Literacy Alternate Assessment? _____ x1 _____

Total _____

Caseload Determination- Operational Definitions

Teachers will be assigned the following points:

1 point- Each student with IEP on teacher's roster

1 point- Each student receiving up to 2 hours per day of direct support

1.25 points- Each student receiving between two and five hours per day of direct support

1.5 points- Each student receiving more than five hours per day of direct support

1 point- Number of teachers with whom teacher co-teaches

0.5 point- Number of teachers with whom teacher has scheduled collaboration time

0.5 point- Number of teachers with whom teacher has regularly scheduled consultation time

1 point- Each student on roster that is dependent upon an adult for their physical (i.e. activities of daily living) needs

1 point- Each student that has an active and updated Behavior Intervention Plan

0.5 point- Each associate teacher has weekly scheduled consultation

1 point- Each student administered the Iowa Alternate Assessment

1 point- Each student administered the Early Literacy Alternate Assessment

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

Preschool teacher caseload (ages 3-5) will meet the criteria of the Preschool Program Standards being implemented (IQPPS and/or NAEYC) regarding maximum class size and teacher-child ratios.

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.

In determining special education teacher caseloads, the Iowa City Community School District will use the following values to assign points to the caseloads of each special education teacher in the district.

Teacher caseloads will generally range between **25-45 total points**.

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

- At the beginning of the school year
- By November 30
- By March 15 to plan for the following school year

When a caseload exceeds this range it should be reviewed by district administrators.

Upon review, if there appears to be an overload, the principal will arrange a Caseload Review Team meeting with the Director of Special Education and other district personnel with relevant information (i.e. Assistant Director, Lead Teacher, principals, special education teachers). The review team will determine if there is a need for adjustments to a teacher's schedule or roster.

At any other time, a teacher may request a caseload review by submitting, in writing, the request to the building principal. The building principal will arrange a review of the roster with the Director of Special Education or designee. A resolution and written decision must be made available to the teacher within 5 school days after the principal and Director of Special Education or designee meet.

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?

In order to meet the State Performance Plan/Annual Progress Report (SPP/APR) goals, accountability will be addressed in the following ways:

- Individual student IEP goal progress monitoring
- Aggregation of progress monitoring and summative evaluations for groups of students at both school and district levels
- Examination of disaggregated subgroup achievement and SPP/APR data District: Disaggregated by School Levels

At the district level, IEP subgroup data for each school, along with the plans as described above, will be reviewed on an annual basis by the district's leadership team. IEP student data will also be disaggregated and examined by school level (elementary, middle, high). In addition, the district will examine their SPP/APR data to determine priorities and develop an action plan as needed. If the district meets SPP/APR requirements, both procedural and performance, 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.

Assurances

- The Iowa City Community School 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 Iowa City Community School District assures the school board has approved the development of the plan for creating a system for delivering specially designed instructional services.
- The Iowa City Community School District assures prior to the school board adoption, this delivery system was available for comment by the general public.
- The Iowa City Community School 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 Iowa City Community School District assures the AEA Special Education Director verified the delivery system is in compliance with the Iowa Administrative Rules of Special Education.
- The Iowa City Community School District assures the school board has approved the service delivery plan for implementation.