

Iowa City Community School District

# **DISTRICT-DEVELOPED SERVICE DELIVERY PLAN**

2024



IOWA CITY  
COMMUNITY  
SCHOOL DISTRICT  
Child-Centered : Future-Focused

## Mission Statement

The mission of the Iowa City Community School District is to ensure all students 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.

For more information regarding the Iowa City Community School District Mission and Services see the [ICCSD District Website](#)

## Glossary of Terms:

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.

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

Co-teaching- Co-teaching occurs when two certified teachers (typically one general education and one special education teacher) share responsibility for all planning, materials, instruction, and assessment of all learners within a shared instructional space. Co-teachers provide instruction using evidence-based, small-group methods a minimum of 30% of the time to provide targeted specially designed instruction that is embedded within the least restrictive environment.

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.

Differentiation- Differentiated instruction involves teaching in a way that meets the different needs and interests of students using varied course content, activities, and assessments.



## Continuum of Services

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. It is important to note that this does not supplant general education core curriculum and instruction.

- **General Education:** Instruction all students receive
- **General Education with Consultation:** Instruction with additional consultative support of 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 1:1 situations

	<div> <div>←</div> <b>Continuum of Services</b> <div>→</div> </div>				
	General Education	General Education with Consultation	General Education with Collaboration	General Education with Co-teaching	General Education with Direct Support
<b>MTSS</b>	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.				
<b>Curriculum</b>	Curriculum: Iowa Core	Curriculum: Iowa Core	Curriculum: Iowa Core	Curriculum: Iowa Core	Curriculum: Iowa Core
<b>Instruction</b>	Instruction: Whole and small group, and individual instruction	Instruction: Whole and small group, and individual instruction	Instruction: Whole and small group, and individual instruction	Instruction: Whole and small group, and individual instruction	Instruction: small group and individual instruction
<b>Assessment</b>	Formative and summative classroom assessments, district-wide assessments, and additional student-specific data were gathered with sufficient frequency to inform instruction across the <a href="#">Iowa Core</a>				
<b>Environmental Supports</b>	The student's educational environment naturally supports and maximizes opportunities for access and engagement <ul style="list-style-type: none"> <li>• Address appropriate accommodations &amp; modifications</li> <li>• Consider multiple means of engagement, action, expression, and representation that are matched to the learner's need</li> <li>• 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</li> </ul>				
<b>Extra-curricular &amp; Co-curricular Enriching Experiences</b>	Student participates with supports and services to ensure that they have full access to the experience: <ul style="list-style-type: none"> <li>• Individually as typically developing peers</li> <li>• With structures and supports designed by general and special educators and implemented by general educators</li> <li>• With structures and supports designed by general and special educators and implemented with the assistance of special education resources</li> </ul>				

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

<p><b>General Educator Responsibilities</b></p>	<ul style="list-style-type: none"> <li>● Oversight of all general education instruction <ul style="list-style-type: none"> <li>● Implementation of high-quality differentiation practices</li> <li>● Provision of accommodations and modifications needed to enable access</li> <li>● Engage in ongoing communication and professional learning with special educators to assist with understanding of learning progressions of the Iowa Core</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>-Oversight of all general education instruction</li> <li>-Implementation of high-quality differentiation practices</li> <li>-Regular and frequent consultation with the special educator</li> <li>-Provision of specially designed instruction</li> <li>-Provision of accommodations and modifications needed to enable access</li> <li>-Engage in ongoing communication and professional learning with special educators to assist with understanding of learning progressions of the Iowa Core</li> </ul>	<ul style="list-style-type: none"> <li>-Oversight of all general education instruction</li> <li>-Implementation of high-quality differentiation practices</li> <li>-Collaborative provision of specially designed instruction within specific skill areas and instructional activities during targeted times (pre-teaching, remediation, re-teaching)</li> <li>-Collaborative provision of accommodations and modifications needed to enable access</li> <li>-Engage in ongoing communication and professional learning with special educators to assist with understanding of learning progressions of the Iowa Core</li> </ul>	<ul style="list-style-type: none"> <li>-Co-plan, co-deliver, co-assess instruction within the general education classroom</li> <li>-Implementation of high-quality differentiation practices</li> <li>-Collaborative provision of specially designed instruction</li> <li>-Collaborative provision of accommodations and modifications needed to enable access</li> <li>-Engage in ongoing communication and professional learning with special educators to assist with understanding of learning progressions of the Iowa Core</li> </ul>	<ul style="list-style-type: none"> <li>-Oversight of all general education instruction</li> <li>-Implementation of high-quality differentiation practices</li> <li>-Provision of accommodations and modifications needed to enable access</li> <li>-Engage in ongoing communication and professional learning with special educators to assist with understanding of learning progressions of the Iowa Core</li> </ul>
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\*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) **General Education Instruction:** Oversight of all general education instruction using Iowa Early Learning Standards, implementation of high-quality differentiation practices and implementation of accommodations and modifications needed to enable access **Special Education Instruction:** Understanding of high-quality instructional practices for the delivery of specially designed instruction within specific skill areas and instructional activities in collaboration with support service providers

	General Education	General Education with Consultation	General Education with Collaboration	General Education with Co-teaching	General Education with Direct Support
<b>Resources</b>	<p>Students have equitable access to resources and have the support to effectively use those resources:</p> <ul style="list-style-type: none"> <li>• Individually as typically developing peers and implemented by general educators</li> <li>• Similar resources as available to general education peers, collaboratively designed and implemented by general and special educators</li> <li>• Specialized resources unique to student needs, designed by special educators, and implemented by general and special educators in response to the guidance provided in the <a href="#">Iowa SDI Framework</a>.</li> </ul> <p>Educators have access to resources necessary to design and deliver effective instruction:</p> <ul style="list-style-type: none"> <li>• Coaching support is available from LEA and AEA general education and special education support staff</li> <li>• Time is allocated for consultation and collaboration necessary to individualize student service throughout the day</li> <li>• Time is allocated for professional learning experiences related to effective instructional practice</li> <li>• Teachers will have access to resources and supports to diagnose, design, and deliver effective Specially Designed Instruction using the <a href="#">Iowa SDI Framework</a> and <a href="#">SDI Framework: Secondary Transition</a></li> </ul>				

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

Please answer the following questions (#1-8) using your IEP caseload:

1. How many IEP students are on your roster? \_\_\_\_ x 1
2. How many students on your roster have a fading plan implemented for additional adult support? \_\_X.5
3. How many 3-year reevaluations are on your roster? \_\_x .25
4. How many students on your roster have 3 or more of the following services and/or activities: Speech, Physical Therapy, Occupational Therapy, Assistive Technology, Hearing, Vision, Medicaid, AEM, Nursing Services \_\_x.25
5. How many students on your roster have IEPs documenting customized work-based learning, community linkage agencies, and ongoing communication with those community partners (including adult service agencies) at least monthly \_\_X1
6. How many students on your roster have an active and updated Behavior plan?
  - a. Number of students with BIPs that contain safety plans and fading plans \_x1
  - b. Number of students with BIPs without the above services and supports \_\_ x.5
7. For how many students on your roster do you administer the Early Literacy Assessment \_\_X 1
8. For how many students on your roster do you administer the Iowa Alternate Assessment \_x1

Please answer the following questions (#9-12) using your schedule:

9. How many students do you serve in each category of Direct Support (specialized instruction and/or intervention in small groups or 1-1 situations):
  - a. Up to 30 minutes per day \_\_\_\_x .75
  - b. More than 30 minutes and up to 2 hours per day \_\_\_\_ x 1
  - c. More than 2 and up to 4 hours per day \_\_\_\_ 1.25
  - d. More than 4 hours per day \_\_\_\_x 1.5
10. With how many teachers do you co-teach (where you share responsibility in planning, organization, delivery, and assessment of the instruction)for the entire subject period \_\_\_\_x 1



11. How much time per week do you spend collaborating and consulting with teachers, paraeducators, district support staff or teams (link flowchart), and AEA support staff combined
- Less than 30 minutes = (0 points)
  - More than 30 minutes and up to 1 hour = (1 point)
  - More than 1 hour and up to 3 hours = (3 points)
  - more than 3 hours = (4 points)

## 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.

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 45 total points it should be reviewed by the building administrator. 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). 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? 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 its 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. Providing 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. Providing specially designed instruction and related activities through cooperative efforts of the special education teachers and general education teachers in the general education classroom.
  3. Providing specially designed instruction on a limited basis by a special education teacher in the general classroom or an environment other than the general classroom, including consultation with general education teachers.
  4. Providing specially designed instruction to eligible individuals with similar special education instructional needs is 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 assured before the school board's 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 complies 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.

## How Services Will be Organized and Provided to Individuals With Disabilities

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 are 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.

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).

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

- Iowa City Community School District provides a comprehensive instructional experience through an integrated multi-tiered system of supports that 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.
- The unique needs of learners are addressed through a fluid and full continuum of Special Education services and supports to allow for individualization.
- Teams will design effective support through collaboration, meaning general and special educators (including related services providers) work closely together within collaborative workgroups to create and deliver instructional plans that are rigorous and purposeful.
- Instruction will be delivered by general education and special education teachers/professionals in various settings across the day.
- High-quality and specific assessment information will be used to inform effective instruction.
- Teams will develop 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:  
(c)(5)(C)coordinating this chapter with other local, educational service agencies, 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.], 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;

## 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”.

### Committee Members:

#### Parent of Eligible Individual

- Michelle Haren

#### Special Education Teachers/Service Providers

- Chelsea Keninger
- Jillian O’Rourke (Special Education SEBH Lead Support Teacher)
- Laura Schwab (Special Education SEBH Lead Support Teacher)
- Andrea Smith (Special Education Inclusion and Access Lead Support Teacher)

#### GWAEA

- Julie Stoneking
- Megan Clark

#### ICCSD District Personnel

- Chace Ramey (Deputy Superintendent)
- Nick Proud (Chief Human Resources Officer)
- Ashley Reedy (Director of Special Education)
- Carmen Gwenigale (Director of Curriculum and Instruction)
- Lisa-Ann Johnson (Special Education Coordinator of Secondary)
- Lindsay Swartzendruber (Special Education Coordinator of Secondary)
- Ashli Perry (Special Education Coordinator of Elementary)
- Jake Vitense (Special Education Coordinator of SEBH)
- Brian Schafer (Special Education Coordinator of Secondary Transitions and Special Programs)

